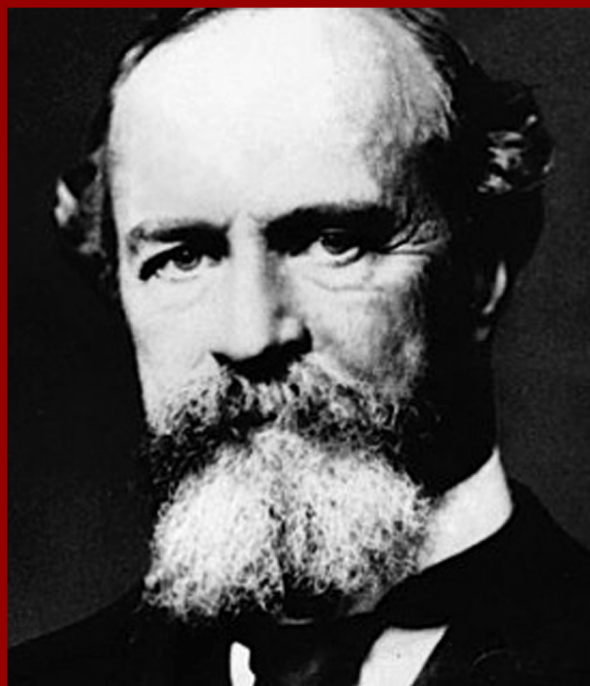




The International Journal of
INDIAN PSYCHOLOGY

Person of the Issue



William James (1842-1910)

Editor in Chief:
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The International Journal of
INDIAN PSYCHOLOGY

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January to March 2015

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Prof. Suresh M. Makvana, PhD

Editor

Mr. Ankit P. Patel

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Message from Editors

The following issue marks an end to Volume 2. Throughout this period, IJIP focused on improving our policies, format and facilities provided, keeping in mind our authors; because we love our authors and our authors love us!

Our main purpose is to put forward a variety of psychological ideas and researches to the world. We also aim to develop meaningful relationships with good publications around the world. We do this with the aim of providing advantage to us and to them. Some of the major publishers and institutes we have tried to connect to are Google, Academia, OAJI and Research Bible. We have also been given a chance to work with Publishing Police at a very low cost and high quality benefits.

IJIP has been rewarded with a No. 1 position with a score of 19.67 on the Directory of Science which lists the top 100 science journals throughout the world.

In the following issue experts in varying fields of psychology have shared their ideas related to psychological problems and their solutions. We are grateful to these authors for allowing us to publish their researches and ideas in this issue. We would also like to thank other writers, and our beloved readers for providing a strong support and being a part of team.

Prof. Suresh Makvana, PhD*
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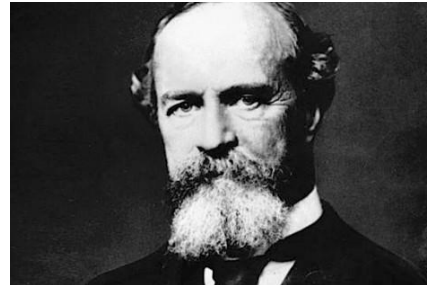


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Person of the Issue: William James (1842-1910)

Ankit Patel¹

Born	January 11, 1842 New York City, New York
Died	August 26, 1910 (aged 68) Tamworth, New Hampshire
Alma mater	Harvard University
Religion	Western Philosophy
Era	19th/20th century philosophy Pragmatism
School	Functional psychology Radical empiricism
Main interests	Pragmatism, psychology, philosophy of religion, epistemology, meaning



William James was an original thinker in and between the disciplines of physiology, psychology and philosophy. His twelve-hundred page masterwork, *The Principles of Psychology* (1890), is a rich blend of physiology, psychology, philosophy, and personal reflection that has given us such ideas as “the stream of thought” and the baby’s impression of the world “as one great blooming, buzzing confusion” (PP 462). It contains seeds of pragmatism and phenomenology, and influenced generations of thinkers in Europe and America, including Edmund Husserl, Bertrand Russell, John Dewey, and Ludwig Wittgenstein. James studied at Harvard’s Lawrence Scientific School and the School of Medicine, but his writings were from the outset as much philosophical as scientific. “Some Remarks on Spencer’s Notion of Mind as Correspondence” (1878) and “The Sentiment of Rationality” (1879, 1882) presage his future pragmatism and pluralism, and contain the first statements of his view that philosophical theories are reflections of a philosopher’s temperament.

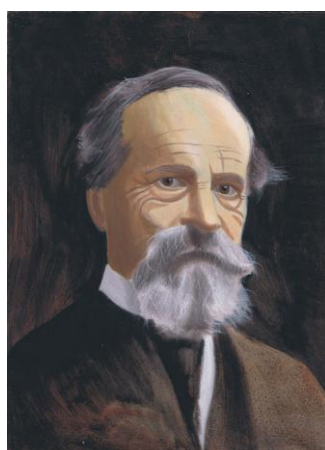
William James was born in New York City on January 11, 1842, into an intellectual household; his father was a philosopher and his brother, Henry James, grew up to become a renowned novelist. After medical school, James focused on the human psyche, writing a masterwork on the subject, entitled *The Principles of Psychology*. He later became known for the literary piece *The Will to Believe and Other Essays in Popular Philosophy*, which was published in 1897. James died on August 26, 1910, in Chocorua, New Hampshire.

¹MA, Clinical Psychology, Dept. of Psychology, Sardar Patel University, Vidhyanagar, Gujrat

Person of the Issue William James (1842-1910)

James hints at his religious concerns in his earliest essays and in *The Principles*, but they become more explicit in *The Will to Believe and Other Essays in Popular Philosophy* (1897), *Human Immortality: Two Supposed Objections to the Doctrine* (1898), *The Varieties of Religious Experience* (1902) and *A Pluralistic Universe* (1909). James oscillated between thinking that a “study in human nature” such as *Varieties* could contribute to a “Science of Religion” and the belief that religious experience involves an altogether supernatural domain, somehow inaccessible to science but accessible to the individual human subject.

James made some of his most important philosophical contributions in the last decade of his life. In a burst of writing in 1904–5 (collected in *Essays in Radical Empiricism* (1912)) he set out the metaphysical view most commonly known as “neutral monism,” according to which there is one fundamental “stuff” that is neither material nor mental. In “A Pluralistic Universe” he defends the mystical and anti-pragmatic view that concepts distort rather than reveal reality, and in his influential *Pragmatism* (1907), he presents systematically a set of views about truth, knowledge, reality, religion, and philosophy that permeate his writings from the late 1870s onwards.



[Portrait of William James © Darren McAndrew 2014]

William was precocious, highly intelligent, aware that he had no need to earn a living, yet very competitive with brother Henry and determined to seek distinction. Showing some skill in drawing, he first studied painting as a pupil of the well-known artist William Hunt, but soon abandoned hopes of an artistic career. However, it's clear that he had a well-developed artistic sensibility, and his later writings show an emotional sensitivity and a gift for metaphor and picturesque description. It was equally clear that he sought a greater distinction than he felt his artistic gifts could guarantee. In the end he chooses to study medicine, enrolling in 1861 in the Lawrence Scientific School at Harvard to study chemistry and comparative anatomy.

James then entered Harvard Medical School in 1864, but, under no pressure to qualify in order to practice, and still unsure of what he really wanted to become, he interrupted his medical studies twice. In 1865 he joined the famous Harvard biologist Louis Agassiz on an expedition to the Amazon to collect specimens for a new zoological museum. After resuming his studies he took another break, partly because of ill health and partly because he wanted to study in Europe. He finally completed his medical degree in 1869, but never practiced medicine, having neither need nor inclination to do so. Yet James was far from being a dilettante – rather, he was the opposite; a man diligently seeking his true vocation, and in the process becoming a polymath.

He began to see a way forward, and in 1873 chose to accept a position as an instructor in physiology and anatomy at Harvard. James had become deeply interested in what he called ‘physiological psychology’ – the issue of how creatures of flesh and blood could relate to the spiritual world of their experiences, beliefs and culture. From that point on his intellectual interests began to cohere, and his intellectual horizons continually expanded, resulting in the publication of his masterwork on psychology in 1890. His deep and abiding interest in people –

Person of the Issue William James (1842-1910)

what they did, what prompted their actions, how they reasoned, and how they related to one another – had two major consequences. It meant he shifted emphasis in the emerging discipline of psychology from the theoretical to the practical; and it meant he sought a new form of philosophy that was based on human beings rather than on depersonalized metaphysical abstractions.

TIME LINE

1. 1842. Born in New York City, first child of Henry James and Mary Walsh. James. Educated by tutors and at private schools in New York.
2. 1843. Brother Henry born.
3. 1848. Sister Alice born.
4. 1855–8. Family moves to Europe. William attends school in Geneva, Paris, and Boulogne-sur-Mer; develops interests in painting and science.
5. 1858. Family settles in Newport, Rhode Island, where James studies painting with William Hunt.
6. 1859–60. Family settles in Geneva, where William studies science at Geneva Academy; then returns to Newport when William decides he wishes to resume his study of painting.
7. 1861. William abandons painting and enters Lawrence Scientific School at Harvard.
8. 1864. Enters Harvard School of Medicine.
9. 1865. Joins Amazon expedition of his teacher Louis Agassiz, contracts a mild form of smallpox, recovers and travels up the Amazon, collecting specimens for Agassiz's zoological museum at Harvard.
10. 1866. Returns to medical school. Suffers eye strain, back problems, and suicidal depression in the fall.
11. 1867–8. Travels to Europe for health and education: Dresden, Bad Teplitz, Berlin, Geneva, Paris. Studies physiology at Berlin University, reads philosophy, psychology and physiology (Wundt, Kant, Lessing, Goethe, Schiller, Renan, Renouvier).
12. 1869. Receives M. D. degree, but never practices. Severe depression in the fall.
13. 1870–1. Depression and poor health continue.
14. 1872. Accepts offer from President Eliot of Harvard to teach undergraduate course in comparative physiology.
15. 1873. Accepts an appointment to teach full year of anatomy and physiology, but postpones teaching for a year to travel in Europe.
16. 1874–5. Begins teaching psychology; establishes first American psychology laboratory.
17. 1878. Marries Alice Howe Gibbens. Publishes “Remarks on Spencer's Definition of Mind as Correspondence” in *Journal of Speculative Philosophy*.
18. 1879. Publishes “The Sentiment of Rationality” in *Mind*.
19. 1880. Appointed Assistant Professor of Philosophy at Harvard. Continues to teach psychology.
20. 1882. Travels to Europe. Meets with Ewald Hering, Carl Stumpf, Ernst Mach, Wilhelm Wundt, Joseph Delboeuf, Jean Charcot, George Croom Robertson, Shadworth Hodgson, Leslie Stephen.
21. 1884. Lectures on “The Dilemma of Determinism” and publishes “On Some Omissions of Introspective Psychology” in *Mind*.
22. 1885–92. Teaches psychology and philosophy at Harvard: logic, ethics, English empirical philosophy, psychological research.

Person of the Issue William James (1842-1910)

23. 1890. Publishes *The Principles of Psychology* with Henry Holt of Boston, twelve years after agreeing to write it.
24. 1897. Publishes *The Will to Believe and Other Essays in Popular Philosophy*. Lectures on “Human Immortality” (published in 1898).
25. 1898. Identifies himself as a pragmatist in “Philosophical Conceptions and Practical Results,” given at the University of California, Berkeley. Develops heart problems.
26. 1899. Publishes *Talks to Teachers on Psychology: and to Students on Some of Life's Ideals* (including “On a Certain Blindness in Human Beings” and “What Makes Life Worth Living?”). Becomes active member of the Anti-Imperialist League, opposing U. S. policy in Philippines.
27. 1901–2. Delivers Gifford lectures on “The Varieties of Religious Experience” in Edinburgh (published in 1902).
28. 1904–5 Publishes “Does ‘Consciousness’ Exist?,” “A World of Pure Experience,” “How Two Minds Can Know the Same Thing,” “Is Radical Empiricism Solipsistic?” and “The Place of Affectional Facts in a World of Pure Experience” in *Journal of Philosophy, Psychology and Scientific Methods*. All were reprinted in *Essays in Radical Empiricism* (1912).
29. 1907. Resigns Harvard professorship. Publishes *Pragmatism: A New Name for Some Old Ways of Thinking*, based on lectures given in Boston and at Columbia.
30. 1909. Publishes *A Pluralistic Universe*, based on Hibbert Lectures delivered in England and at Harvard the previous year.
31. 1910. Publishes “A Pluralistic Mystic” in *Hibbert Journal*. Abandons attempt to complete a “system” of philosophy. (His partially completed manuscript published posthumously as *Some Problems of Philosophy*). Dies of heart failure at summer home in Chocorua, New Hampshire.

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The Effectiveness of Acceptance and Commitment Group Therapy on Anxiety, Depression and Rumination in the mothers of Children with Special needs

Narges Zamani¹, Babak Habibi², Mani B. Monajemi³

ABSTRACT:

Background: Acceptance and commitment therapy is a third generation behavior therapy mainly used in treatment of mood and anxiety disorders. The main goal of this study was to investigate the effectiveness of acceptance and commitment group therapy on anxiety, depression and Rumination in mothers of children with special needs.

Materials and Methods: The statistical society included mothers of children with special needs in Hamedan city. In this semi-experimental design, by using convenience sampling; 18 mothers were selected and they were divided into two groups of intervention and control randomly. Mental evaluation included a clinical interview (based on DSM-V), a clinical psychologist conducted Beck Depression Inventory (BDI-II), Beck Anxiety Inventory (BAI) and Rumination Response Scale (RRS).

Depression, anxiety and rumination Scales were assessed at three stages: prior and after first intervention session and three weeks after the intervention sessions. Data were subjected to descriptive statistics and the analysis with a mixed ANOVA design.

Results: Findings showed significant decrease in scales of Depression, Anxiety and Rumination and in post-test and follow up after Acceptance and commitment therapy intervention. Thus, group treatment based on the acceptance and commitment therapy caused significant changes in the treatment of anxiety, depression and rumination in mothers of children with special needs.

Conclusion: The result of this study highlights the efficient role of acceptance and commitment group therapy on mothers of children with special needs and it introduces new horizons in clinical interventions.

Keywords: *Acceptance and Commitment Group Therapy (ACT), Anxiety, Depression, Rumination, Mothers of children with special needs, Beck Depression Inventory (BDI-II), Beck Anxiety Inventory (BAI), and Rumination Response Scale (RRS).*

^{1,2,3}Research Center and Department of Social Medicine, Faculty of Medicine, Ilam University of Medical Sciences, Ilam, Iran

The Effectiveness of Acceptance and Commitment Group Therapy on Anxiety, Depression and Rumination in the mothers of Children with Special needs

INTRODUCTION:

Although having a child, may give a sense of joy, pride or self-development to mother; in a process of raising a child there are some challenges¹. These parents comparing to the parents who don't have any children, experience higher level of anxiety and depression². In our society, mothers are more involved in their children's activity due to occupancy of fathers. Thus, they experience higher level of stress and due to these stressful circumstances; they manage to nurture less social-accepted skills in their children³. This flawed cycle will affect the performance of parents in taking care of their children and this will result in negative consequences for the children.

Mood disorders are the group of clinical disorders that the main feature of them is that the sense of control and domination will be vanished and a person will experience a great deal of misery and emotional pain and these disorders are located on a trajectory which includes normal fluctuations of the mood⁷.

World Health Organization (WHO) has estimated that mood disorders are at the pick of psychiatric disorders and this group includes 25% of total patients of health centers in the world⁸. Anxiety disorders are one of the most prevalence disorders in general population⁶. Based on WHO's report, 100 million of European and 19 million American are suffering from this group of disorders⁹ and prevalence of this group of disorders in women are two times more than men. Based on researches conducted in Iran, spectrum of these disorders is fluctuating between 11.9% and 23.8% and as same as most of global researches, its one of the most prevalence group of disorders¹¹. New researches suggest that prevalence rate of this disorder is increasing in a critical manner¹². Roughly, 8% of psychiatric outpatients are diagnosed with anxiety disorders¹³. Problems regarding anxiety are pretty common and in western countries 30-40% of people will experience a disorder that somehow it is linked to anxiety. Thus, anxiety disorders are a heavy burden on society and individuals¹⁴. The duration of this disorder is long and it can be as paralyzing as physical illness¹⁵. Therapeutic process of this disorder is one of the most expensive treatmentsprocesses¹⁶.

Child requiring special needs, can induce stress in mother and the parents having these children with developmental problems may experience high level of stress¹⁷. In these disorders, children experience sense of worthlessness, guilt, impaired physical functions and fatigue¹⁸. Due to more involvement of mothers than fathers, they experience even more pressure and they may get devastated regarding these problems¹⁹.

Onset of depression is mostly due to substantial adverse changes in life under circumstances, such as dealing with a great loss of beloved person or changing a living environment²⁰. Researchers suggest that there is a positive correlation between negative adverse events in life and depression is common between 20-50% among who experience severe stress or trauma²¹. In the past, depression was 2nd major psychiatric disorder and approximately 121 million patients

The Effectiveness of Acceptance and Commitment Group Therapy on Anxiety, Depression and Rumination in the mothers of Children with Special needs

were diagnosed with depression all around the world. Now days, depression is second most costly disease and in 1990 depression was forth. This shows increasing and risky trend of depression²³. According to current statistics, prevalence of depression in lifetime is around 15% and among women this number is 25%. Less severe types of depression, which don't meet the full criteria of MDD, are more common. Even existence of few symptoms, which will not fulfill MDD criteria, will lead to decrease in social and physical function of the person. Additionally, this group is at higher risk for depression. Despite the high prevalence of depression's subtypes we have a few studies conducting in this area²⁴. In Iran, researches regarding depression show that depression symptoms are one of the most common problems in society. Conducted studies, among mothers of children with special needs illustrated that rate of depression in these mothers are higher than mothers with normal children²⁵ and behavioral problems of a child are more stressful for mothers than the disorder itself²⁶.

As aforementioned, depression is one of the subtypes of mood disorders and rumination is one of the diagnostic factors of depression²⁷. In recent years, assessing thinking patterns in mood disorders and studying unwanted thoughts and their role in persistency of mood disorders has drawn researchers' attention to itself.

One of the subtypes of unwanted thoughts is rumination. Met cognition approach considers rumination to be one of the dominant factors of depression.

Rumination is preoccupation regarding a thought or a subject and over thinking about it⁶. These thoughts are passive and they have recurring features; they prevent adaptive problem solving process and they will lead to increase in negative thoughts²⁸. Although, repression of thoughts is one of the common features of depression disorder, there are some depressed people who ruminate their thoughts due to commitment. These people think that rumination regarding negative thoughts and emotion will give them sort of intuition and it will facilitate problem solving. Nonetheless, rumination will affect the mood adversely and will entangle the person between bipolarity of suppression and rumination²⁹. Depression intensifies the low-mood and focus on negative thoughts and this will lead to rumination, which eventually will sustain depression. Martin and Tesser³⁰ defined depression as occurrence of bothersome, self-aware and disgusting thoughts. These thoughts are uncalled and they will interfere with normal function of the person. Contents of these thoughts can be any negative incidences like loosing a friend or having a surgical operation in near future or giving birth to a child with impaired function that may induce guilt in mother and may cause sense depression and anxiety.

So far regarding treatment of this disorder, in addition to pharmacotherapy, different psychological methods have been implemented. First generation of behavioral approaches based on classical and operant conditioning were introduced as appose to psychoanalytical approach in 1960. Second generation of these treatments, under the name of cognitive-behavioral therapy, was initiated till 1990. This generation mainly focused on cognitive aspects. Furthermore, they mainly targeted role of beliefs, cognitions, schemas and system of internal processing in

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inducing mental disorders. Another controversy is that whether therapist should tackle the problematic situation with various techniques in order to modify or maintain a balance, or the problem should be eliminated totally. Now days, we are facing third generation of these therapies and it can be considered 3rd wave of behavioral therapy. Some of these interventions are dialectical behavioral therapy, integrative couple behavioral therapy, mindfulness-based cognitive therapy and acceptance and commitment therapy and the latter is main focus of current study³¹. Recently, alternatives have been offered regarding this approach, which declares that developed clinical method is based on directly altering content of thoughts, emotions and physical symptoms.

The abbreviation of Therapy based on Acceptance and Commitment is called ACT and it is somehow third wave of behavioral Therapy and it supports this notion: altering the function of thoughts and emotion instead of their forms, contents or frequencies. ACT is based on a pragmatic philosophy called functional contextualize. ACT is based on relational frame theory (RFT), a widespread theory of language and cognition that is a branch of behavior analysis. ACT has six central processes, which will lead to psychological plasticity.

These six cores include:

1. Cognitive diffusion: Acquiring techniques to moderate the tendency to disturbing thoughts, images, emotions, and memories.
2. Acceptance: Letting thoughts to come and go without fighting with them.
3. Contact with the present moment: Awareness of present moment(Attentiveness),experienced with sincerity, interest, and receptiveness.
4. Observing the self: Accessing a supreme sense of self, a permanence of consciousness, which is unchanging.
5. Values: Determining what is most important to one's true self.
6. Committed action: Setting goals according to values and carrying them out maturely. ACT Intervention has shown meaningful increase in individual regarding involvement in hard activity and severe emotional situation (32,33,34).

Due to absence of any research regarding quality of life in this group of mothers in Iran, this research seemed to be crucial for assessing the rate of damages. Hopefully with the result of it, proper program will be facilitated for this group. Main goal of this study was to assess the efficacy of ACT on anxiety, depression and rumination of mothers of children with special needs. Research's hypothesis was whether ACT is effective on mental health treatment of mothers of children with special needs. Concordant to research studies about effectiveness of ACT on anxiety and depression, in this study 10 sessions of ACT were assessed on 7 patients.

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MATERIALS AND METHODS:

Design of this study was semi-experimental study with pretest and posttest. Statistical society of the study was included the mothers who had children with special needs in Hamadan city (Iran). Children included the ones who were referred to clinical centers, functional-therapy centers, speech therapy centers and physiotherapy centers in Hamadan city. Mothers signed a consent form after vindicating group session, which illustrated goals and process of the study for mothers. People who tended to corporate in the study filled an exam form and those who had +1 standard deviation as result were included in experiment group. Case group included 18 mothers with children with special needs and after abscission 14 of them remained.

Inclusion Criteria:

- ¹. Child having met diagnosis criteria of incurable disorder.
- ². Diploma as minimum educational level of mothers.
- ³. Mothers' age should have been between 25-37.
- ⁴. Non-existence of any therapeutic methods in order to treat anxiety or depression
- ⁵. Mothers having another healthy child who were diagnosed with depression and anxiety

Based on moral ethics after finishing the study, control group was educated about ACT approach too. In this study, which was based on acceptance and commitment, the main target of therapy was elevating mental flexibility. Mental flexibility means individual being able to choose the most suitable action among variety of choices. This action is not being made just because of getting relieved from disturbing or imposing thoughts or memories³⁵. Initially, ACT will focus on boosting acceptance of psychological experience of the patients and mutually it will reduce ineffective controlling actions. Patients will be taught that any kind of action against this kind of thoughts is useless or it will magnify them and patients should accept these thoughts completely without any internal or external reaction. In the second step, present psychological awareness of the person will be increased; it means that individuals are aware of all psychological processes in the moment. In the third step, individuals will be taught to detach themselves from their psychological experiences (Cognitive diffusion) in a way that they can respond independently and regardless of their thoughts. The fourth step is to reducing the focus on self-visualization based on personal narratives like self-scarification. In a fifth step, ACGT tends to benefit the individual elucidate their personal values and to take action on them, producing more vitality and meaning to their life (Values clarification). Finally, generating motivation leading to committed actions with acceptance of psychological experiences. These experiences may contain depressing thoughts, thoughts related to trauma, phobias or social anxieties. Empirical evidences about efficacy of this method in treatment of various disorders are increasing. For instance, effectiveness of this method regarding chronic disorders such as depression³⁶, psychoses³⁷,

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misuse and substance dependency³⁸, job exhaustion³⁹ and chronic pain⁵⁰ has been supported vastly by academics.

Assessment tools:

BDI (2nd Edition): BDI is one of the most suitable tools for assessing depression. This inventory contains 21 questions, which will assess physical, behavioral and cognitive symptoms of depression. Each question has similar set of four possible choices and they will rank different degree of depression from minimal to severe degree⁴¹. This questionnaire mostly assesses the psychological aspect of depression rather than physical. Correlation of this Inventory with Hamilton Questionnaire is %75. 21 questions of BDI are categorized under 3 subgroups of emotional symptoms, cognitive symptoms and physical symptoms. Meta-analyses about BDI show that internal consistency coefficient is between 73% and 93% with a mean of 86% and alpha coefficient for patient group is 86% and for non-patient group has been reported 81%. For assessing reliability and validity of BDI(2nd Edition), a study was conducted between students of Allame- Tabatabaye University and University of Tehran. The results postulated that Chronbach's Alpha was 78% and retest validity in two weeks was 73%⁴².

BAI: Aron Beck created Beck Anxiety Inventory in 1988. BAI is a 21-questions multiple-choice self-report inventory, one of the most widely used instruments for measuring the severity of anxiety. Each question has the similar set of four possible answer choices, which are organized in columns and are answered by marking the appropriate one with a cross. These are:

1. NOT AT ALL (0 points)
2. MILDLY: It did not bother me much. (1 point)
3. MODERATELY: It was very unpleasant, but I could stand it. (2 points)
4. SEVERELY: I could barely stand it. (3 points)

In this test, score between 0-23 is an indicator of low anxiety; score between 24-28 is indicator of mild anxiety and score more than 29 is indicator of pathological anxiety (29). In Iran, Lotfizadeh and Ghamari had translated BAI to Farsi. Correlation coefficient of this Inventory is 0.89 with physiological factors.

Ruminative Responses Scale(RRS): This scale was created by Hoeksema and Morrow which is 22 items scale. Each question has four degree which is scored between 1-4 and the domain is between 22-88⁴⁴. RRS demonstrates very high internal reliability, with Cronbach's Alpha ranging from %88 to %92⁴⁵. The intra-class correlation throughout five times of measurement was elevated ($r = 0.75$) and retest correlation of RRS for the period of 12 months was $r = .67$ ⁴⁷. Chronbach in Iran's sample was %90⁴⁸ and retest correlation coefficient within 3 weeks period reported %83⁴⁹.

Findings: In general, 14 mothers of children with special needs (Developmental disorders, Destructive behavioral disorder and Emotional disorder) were assessed and their specifications

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regarding education, age and job were noticed. According to analyzed data, higher frequency was noticed in Control group with Master degree level and lower frequency were noticed in case group with Upper-Diploma(college) degree level and lower frequency noticed in control group with Diploma degree level. Mean age of participants in case group was $2/52 \pm 27/72$ and in control group was $2/91 \pm 29/09$. Regarding occupation, highest frequency was noticed among housewives in both groups. In this study, descriptive statistics method like mean-frequency test and standard deviation in anxiety, depression and rumination were used in pre-test, post-test and follow up stages (Table No1).

Table No1: Mean and SD in Anxiety, Depression and Rumination in Pre-test, Post-Test and Follow-up stages.

puorG lortnoC						puorG esaC						
pu wolloF		tset tsoP		tseterP		pu wolloF		tset tsoP		tseterP		
DS	aeM	DS	aeM	DS	aeM	DS	aeM	DS	aeM	DS	aeM	
	n		n		n		n		n		n	
/41 3	/03 15	/05 3	/93 14	/83 3	/79 15	/95 4	7/72	/37 4	7/69	/98 5	/86 16	noisserpeD
/85 3	/81 21	/17 4	/26 20	/84 4	/74 20	/93 5	/63 13	/82 5	/37 13	/74 6	/26 21	yteixnA
/37 6	/95 60	/95 5	/73 61	/23 5	/94 62	/02 6	/26 50	/18 6	/73 51	/49 5	/37 63	oitanimuR n

According to data in Table No1, in case group depression, anxiety and rumination were decreased after intervention and teaching ACT approach. One month after therapy, comparing follow-up stage to post-test stage, changes were consistent and these changes were the same for control group. Nonetheless, conclusion of meaningful results in these variables implicates using proper tests. Thus, in order to assess the data, MANOVA(multivariate analysis of variance) was used. In assessment of presumptions of MANOVA showed that presumptions of equality of variances for anxiety, depression and rumination variables were correct and presumption of analogy of covariance in different stages of assessment with single matrix for variables has not been fulfilled. Anyhow, due to equality of both groups, fully consideration of presumptions is not necessary and using MANOVA is reasonable⁵⁰.

Results of MANOVA in order to assess the interventional effectiveness of study on anxiety scores in entire 3 stages(Pre-test, Post-Test, Follow-Up) is shown in Table No2.

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Table No2: Assessment of interventional effectiveness of study on anxiety scores in 3 stages

lacitsitatS rewoP	atE erauqS	lacitsitatS ecnacifingiS	F	snaeM erauqS	eergeD fo modeerF	muS fo serauqS	
0/97	51	0/00	13/71	44/52	2	89/04	tseT
0/90	37	0/00	8/27	31/185	2	62/37	tseT×puorG
				5/28	18	94/94	rorrE

As it can be observed in Table No2, differences between both case and control group, in entire 3 stages considering anxiety variable are meaningful. Thus, according to results of Table no2, it can be inferred that intervention of the study has led to decrease in anxiety index in case group comparing to control group.

Results of MANOVA in order to assess the interventional effectiveness of study on depression scores in entire 3 stages(Pre-test, Post-Test, Follow-Up) is shown in Table No3.

Table No3: Assessment of interventional effectiveness of study on Depression scores in 3 stages

lacitsitatS rewoP	atE erauqS	lacitsitatS ecnacifingiS	F	snaeM erauqS	eergeD fo modeerF	muS fo serauqS	
0/94	0/76	0/00	35/10	58/93	2	117/85	tseT
0/85	0/70	0/00	29/57	48/19	2	96/38	tseT×puorG
				2/32	18	41/71	rorrE

As it can be observed in Table No3, differences between both case and control group, in entire 3 stages considering depression variable are meaningful. Hence, according to results of Table no3, it can be inferred that intervention of the study has led to decrease in depression index in case group comparing to control group.

Results of MANOVA in order to assess the interventional effectiveness of study on rumination scores in entire 3 stages(Pre-test, Post-Test, Follow-Up) is shown in Table No4.

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Table No4: Assessment of interventional effectiveness of study on Rumination scores in 3 stages

lacitsitatS rewoP	atE erauqS	lacitsitatS ecnacifingiS	F	snaeM erauqS	eergeD fo modeerF	muS fo serauqS	
0/99	0/83	0/00	38/95	63/96	2	127/97	tseT
0/95	0/79	0/00	30/16	50/74	2	101/47	tseT×puorG
				4/66	18	83/73	rorrE

As it can be inferred from Table No4, difference between both case and control group, in entire 3 stages considering rumination variable are meaningful. Hence, according to results of Table No1, it can be concluded that intervention of the study has led to decrease in rumination index in case group comparing to control group.

DISCUSSION:

The results are demonstrating that at the end of the therapy, depression, anxiety and rumination score of the case-group faced a substantial decrease as appose to control group. This result illustrates the effective role of ACT on mothers of children with special needs.

Effectiveness of Acceptance and Commitment therapy is mostly noticeable on GAD patients. Furthermore, effectiveness of ACT on various mental problems and some chronic illnesses such as depression, psychosis, misuse and substance dependency, social anxiety, exhaustion and chronic pain has been supported. ACT approach is a subgroup of behavioral therapy, which uses mindfulness techniques, acceptance and cognitive diffusion for enhancing psychological flexibility. In ACT, cognitive flexibility is about elevating the power in individuals in order to connect them with their experiences in a present moment and based on something that is attainable in that specific moment and congruent with their chosen values ⁵¹.

The result of this study is consistent with the result of the study conducted by Izadiet colleagues which was about effectiveness of ACT on reducing depression, anxiety and obsession. In their study, noticeable reduction in obsessive actions, believing in obsessive thoughts, severity of obsessive symptoms, being provoking and urge to respond to these thoughts has been observed. Additionally, reduction in Depression and anxiety scores after receiving ACT was noticed and this result resituated even after one month after intervention ⁵¹. In another study, which was conducted between cancer patients in their NDE (Near Death Experience) phase, traditional CBT and ACT were used. Patients who were under ACT treatment, showed much more elevated improvement than those who were treated by traditional CBT method ⁵².

In this study we focused on exercising the assessment of internal and external world, avoiding useless activities, altering and understanding the subject of controlling the problems, introducing the alternatives for controlling behavior, recognizing values of individuals, affirmation of values, affirmation of actions and obstacles,deepening understanding of aforementioned concepts, understanding of fusion and diffusion and conducting some exercises for diffusion, being in a

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present moment and assessing life's narratives and maintaining committed actions with respect to specific goals and values as a part of ACT process. This process led to decrease in level of severity of anxiety, depression and rumination of mothers of children with special needs. In this method, the main focus was on internal world, in order to assist individuals to experience their disturbing thoughts only as a thought. ACT will benefit individuals in understanding the useless notion of their actions and it helps them that instead of responding to useless thoughts, they can focus on what is important for them in their lives and they can operate in accord to their beliefs and values⁵¹.

As statistical results showed, ACT led to meaningful decrease in anxiety, depression and rumination. Core procedures of ACT taught the people to let go of idea of thought inhibition, be free from disturbing thoughts; instead of conceptualized ego, they should magnify their observing ego, accepting internal events rather than controlling them, affirming their values and goals. In this method individuals will learn to accept their emotions rather than distancing from them and to focus on their goals and values with elevated sense of consciousness and it will help them bond with goal-oriented activities. In conclusion, ACT will educate individuals to experience their thoughts and emotions; instead of controlling them, it will demand individuals to work on their values and goals and experience their values and emotions⁵¹.

This method can positively decrease trend of depression, anxiety and rumination in mothers of children with special needs and it will lessen avoidance experience in them and this will finally lead to elevating hope of life, conformance with conditions of illness, better interactions with environment and reducing the comorbid problems of anxiety and depression such as suicide and sluggish psychomotor activity.

Regarding limitations of this study, lack of sufficient time in order to follow-up the results in longer period, not assessing the fathers of children with special needs, not assessing the families of these patients, small size of current sample and not mentioning other problems and crisis of these families, can be named. For future studies, it would be advised to study the fathers of children with special needs and it would be better to conduct a study with bigger samples in order to enhance the reliability. Furthermore it is better to compare this method with other therapeutic methods. Regarding the assessing efficacy of this method, it is advised to evaluate this method on individuals with other special illnesses.

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An empirical study on socialization counseling needs of adolescents in Indian schools

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ABSTRACT:

Adolescence is a turbulent time and vulnerable phase of curious experiences. Socialization is a process wherein, there is also a need to develop social relations which is intensified during adolescence and continues to be essential all through life. Hence, the immense human potential at this stage may be well optimized or undermined. Counseling is an interactive process which may enhance social behavior, discrimination, well-being and adaptation. Present study is an attempt to understand the socialization counseling needs of adolescents studying in different schools of India. A random sample of adolescents (N=300) studying in three different schools, government, private and missionary are chosen with respect to class, gender and socio-economic status (SES) for study on need for socialization counseling. The results indicated that adolescent students from government school displayed higher need for socialization counseling when compared to students belonging to private and missionary schools. The results for gender differences indicated that there was no significant difference for the need of socialization counseling, whereas the interaction of gender with class was significant. Further, the effects of gender with class and school were not significant. Moreover, results for adolescents belonging to middle and higher SES group showed greater need for socialization counseling in comparison to low SES group. Hence, this study emphasizes a possibility to strengthen the adolescent's psychological orientation through socialization counseling in academic environment.

Keywords: *Socialization, Adolescence, Counseling, Indian schools, Socio-economic status, Gender*

INTRODUCTION:

The earliest usage of the word '*adolescence*' seems to appear around 15th century. The term was a derivative of the latin word *adolescere*, which means to grow up or to grow into maturity (Muss, 1990). Adolescence is the period of development marked approximately at the beginning by the onset of puberty and at the end by the attainment of physiological and psychological maturity (Reber, 1995).

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The adolescents falling between the age groups thirteen and nineteen may be called as teenagers and popularly referred as 'teens'. Many adolescents go through bouts of unrealism. Many well-known adolescent difficulties are not intrinsic to the teenage years but are related to the mismatch between adolescents' developmental needs and the kinds of experiences most junior and high school provide (Linda Darling-Hammond, 1997). Some problems are more likely to appear at certain developmental level than at another. It was found that depression; truancy and drug abuse were more common among older adolescents, while fighting, arguing and being too loud were found among younger adolescents (Edelbrock, 1989). According to Erikson (1963a, b) it was almost essential for adolescents to go through identity crisis. Adolescents use hypothetical-deductive reasoning, which means that they develop hypotheses or best guesses, and systematically deduce, or conclude, which is the best path to follow in solving the problem (Inhelder and Piaget, 1958). Conventional morality is the level II and stage III of Kohlberg's theory (1969) which focuses on maintaining good interpersonal relationships by the teenager. It reflects that children who are entering into teenage see morality more than simple deeds and believe that people should live up to the expectations of the family and community and should behave according to expected agreed norms. To sum it up research supports that positive teens become healthy adults and adolescents with a brighter outlook on life may have better life and health in their adult years (Hoyt, 2011).

Counseling needs

Counseling is an interactive process characterized by a unique relationship between the counselor (one who counsels) and the counselee (one who is counseled), that leads to a change in one or more areas –behavior, beliefs, values and level of emotional distress (Elizabeth & Patterson, 2005). Counseling psychology is an emerging field and mostly has been a silent contributor in providing community help. Counseling is a confidential relationship (Rosemary, 2002), and this relationship demands counselling for problem solving at the onset of adolescence. The need of adolescents in this hour is special focus and particular attention in the form of counseling in the area of socialization (Lee and Richard, 2003).

Research suggests that counseling helps to ameliorate the effects of discrimination too (Dunbar, 2001). Many qualitative studies have identified discrimination as a theme that clearly emerges in parents' narratives as well (Tatum, 1987; Urciuoli, 1996; Ward, 1991). The socialization of male and female child is generally discriminated right from a very early age which brings variation in the kind of social needs they experience. We have to bear the specific consequences of a traditional male socialization, which is more or less common amongst all societies across the world. Counseling needs of girl may be different than counseling needs of boys. Learning plays a vital role in shaping gender roles. It requires greater home involvement, with emphasis on enhanced parent responsibility for their children's behavior and learning. Incidents of bias towards gender still occur in classrooms (Boysen & Vogel, 2008). Hence, adolescents should be

sensitized towards gender-based attitudes through socialization counseling, which can contribute on a macro level as adults.

Socio-economic status (SES) is one more important measure of adolescent's environment and it is determined by factors mainly such as family income and the parents' levels of education and occupation. Many adolescents bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, lack of appropriate language skills, high rates of mobility, violent neighborhoods, problems relating to basic food, clothing and shelter, substance abuse, inadequate health care and lack of enrichment opportunities (Garbarino, 1995; Zill et al, 1995). Hence, adolescents belonging to families of any SES status, may greatly benefit from counseling making them optimally adaptive.

Educators and parents have long realized the fact that adolescents cannot be made to do things they are not interested in. Further, socialization is one aspect where Indian adolescents are less comfortable sharing their socialization experiences with parents and teachers. Hence, the present study is researched to understand their needs and address them through counseling intervention to deal with socialization of either gender in different types of schools and also at varied socio-economic status to have better motivated lives. To study these parameters the following objectives were formulated.

OBJECTIVES

1. To understand the need for socialization counseling amongst adolescent students of different class and gender.
2. To study if socialization counselling needs differ as per the type of school.
3. To analyze the socialization counseling need with different socio-economic status of students.

HYPOTHESIS

In the light of research questions the following hypothesis were formulated.

H1. Need for counseling will vary significantly across different types of schools.

H2. Counseling need for socialization of male students will be significantly different from their counterpart female students.

H3. The students coming from different SES background will differ in their need for counseling.

METHODOLOGY

The whole study is designed and conducted in two phases. The first part is a pilot study in which the measures are finalized and developed. The second part involves the main study in which data are obtained on the measures and relationships among the variables are empirically examined.

The proposed research adopts an exploratory approach since not much systematic work has been done in this area. A total of 300 (N=300) adolescent male and female students are selected from three types of schools, missionary, government and private schools located in India to participate in the present study. Schematic representation of the sample used for the study is given in

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Table.1. These students are studying in IX (N = 150) and XI (N = 150) class. The participants are drawn according to 2 (class levels) x 2 (male and female) x 3 (types of school) factorial design.

Table.1. Schematic representation of the sample

Adolescent Students →	BOYS ↓ 150						GIRLS ↓ 150					
Class of Study →	IX ↓ 75			XI ↓ 75			IX ↓ 75			XI ↓ 75		
Type of School →	M	G	P	M	G	P	M	G	P	M	G	P
Missionary(M)	↓			↓			↓			↓		
Government(G)		↓	↓		↓	↓		↓	↓		↓	↓
Private(P)	25	25	25	25	25	25	25	25	25	25	25	25

MEASURES

The following measures are used in the course of study.

The socialization counseling need is identified and researched. Counseling need questionnaire is timed for 30 min. The counseling needs inventory has a five point rating scale. Participants responded to these questions on 30 items on a five point scale ranging from 'Not True' (1) to 'Highly True' (5).

Measure of socio-economic status (SES)

A SES scale (urban) presented by Dubey and Nigam (2005) is used in this study. The scale is designed to know the social position, economic and educational factors determining the SES of participants of all groups. This scale has a total of 30 questions where each item is followed by four alternatives. For every item, 4 marks are allotted for the first choice and 3 marks to the second choice and 2 marks to the third choice and 1 mark to the fourth choice. The sum of marks obtained on all the 30 questions help in interpreting the class of SES. The reliability of the test is calculated by Test-Retest method and the coefficient of correlation is found to be 0.81 scores. The range of scores less than or equal to 39 are categorized lower class and those scoring 40 or above are categorized as middle and upper class SES.

RESULTS

Means and standard deviations of the scores and summary of analysis of variance (ANOVA) for socialization counseling need for developing of social relations of students are given in Table.2 and Table.3 respectively.

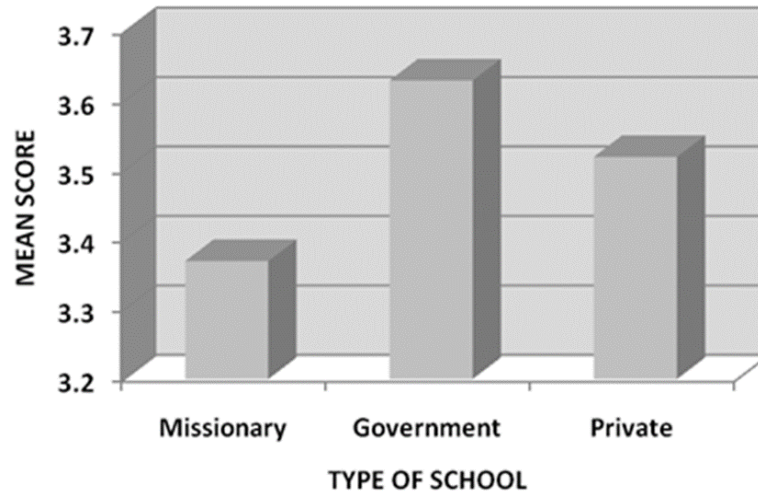
Table. 2. Means and Standard deviations of the scores indicating need for developing social relations

Gender	Class	School	Mean	SD	N
Male	IX class	Missionary	3.39	0.81	25
		Government	3.59	0.78	25
		Private	3.21	0.73	25
		Total	3.40	0.78	75
	XI class	Missionary	3.34	0.87	25
		Government	3.54	0.70	25
		Private	3.63	0.74	25
		Total	3.50	0.77	75
	Total	Missionary	3.36	0.83	50
		Government	3.57	0.74	50
		Private	3.42	0.76	50
		Total	3.45	0.78	150
Female	IX class	Missionary	3.68	0.58	25
		Government	3.87	0.91	25
		Private	3.62	0.99	25
		Total	3.72	0.84	75
	XI class	Missionary	3.09	0.96	25
		Government	3.50	0.84	25

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		Private	3.62	0.75	25
		Total	3.40	0.88	75
	Total	Missionary	3.38	0.84	50
		Government	3.69	0.89	50
		Private	3.62	0.87	50
		Total	3.56	0.87	150
Total	IX class	Missionary	3.53	0.72	50
		Government	3.73	0.85	50
		Private	3.41	0.89	50
		Total	3.56	0.83	150
	XI class	Missionary	3.21	0.92	50
		Government	3.52	0.77	50
		Private	3.63	0.74	50
		Total	3.45	0.82	150
	Total	Missionary	3.37	0.83	100
		Government	3.63	0.81	100
		Private	3.52	0.82	100
		Total	3.51	0.83	300

Fig.1. Differences in schools in need for developing social relations



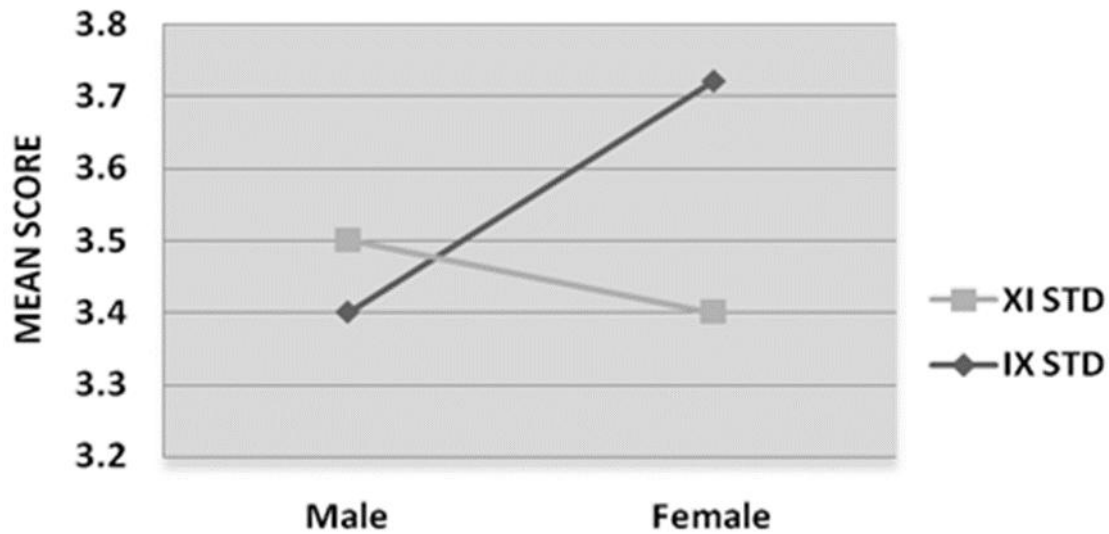
The results from Table.2 reveal that the main effect of gender is not significant, $F(1, 288) = 1.45$, $P > 0.05$. The effect of school on need for socialization counseling in the area developing social relations is found marginally significant $F(2, 288) = 2.44$, $P < 0.10$. Pattern of result also indicates that students studying in government school ($M = 3.37$) displayed higher need of counseling in the area of developing social relations as compared to students belonging to private ($M = 3.11$) and missionary ($M = 2.85$) schools respectively. Results are also graphically represented in Fig. 1.

Table.3. Summary of ANOVA on need for developing social relations

Source of Variance	Sum of squares	df	Mean Square	F
Gender	0.96	1	0.96	1.45
Class	0.85	1	0.85	1.29
School	3.24	2	1.62	2.44
Gender * Class	3.48	1	3.48	5.26*
Gender * School	0.41	2	0.20	0.31
Class * School	3.98	2	1.99	3.01*
Gender* Class * School	0.16	2	0.08	0.12
Error	190.79	288.00	0.66	

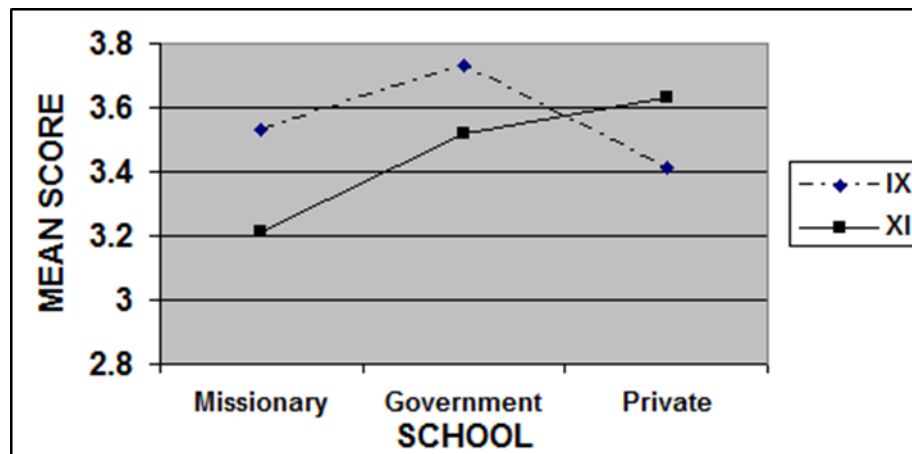
** $P < 0.01$, * $P < 0.05$

Fig.2. Two way interaction for gender and class for the need of developing social relations



From Table.3 results reveals that the main effect of school on need for developing social relations is found to be marginally significant ($F(2, 288) = 2.444, P < 0.10$), and results also reveals that main effect of gender is not significant, $F(1, 288) = 1.45, P > 0.05$; Fig.2.)

Fig.3. Two way interaction of grade and school for need developing social relations



The result of interaction effect of gender with class is significant $F(1, 288) = 5.26, P < 0.05$ (Table.3.). Male students studying in XI class ($M = 3.50$) showed greater need for developing social relations in comparison to IX class students ($M = 3.40$); whereas, the female students studying in IX class ($M = 3.72$) showed greater need for developing social relations in comparison to students ($M = 3.40$) studying in XI class (Fig. 2). A significant interaction effect of class with school for developing social relations $F(2, 288) = 3.01, P < 0.05$ is also observed. Patterns of result reveals that IX class students from missionary school ($M = 3.53$) and government school ($M = 3.73$) experienced greater need for developing social relations than XI

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class students of missionary school ($M = 3.21$) and government school ($M = 3.52$). However, in case of private school, IX class students ($M = 3.41$) experience lesser need for developing social relations as compared to XI grade students ($M = 3.63$; Fig. 3). Other results of interaction effects of gender with school and gender with class and school are not significant $F(2, 288) = 0.31, P < 0.05$ and $F(2, 288) = 0.12, P < 0.05$ respectively.

Socio-economic status (SES)

The effect of SES on the dimensions of socialization counseling needs are also investigated and the means and standard deviations of the scores indicating extent of counseling needs in relation to SES and summary of ANOVA is given in Table .4.

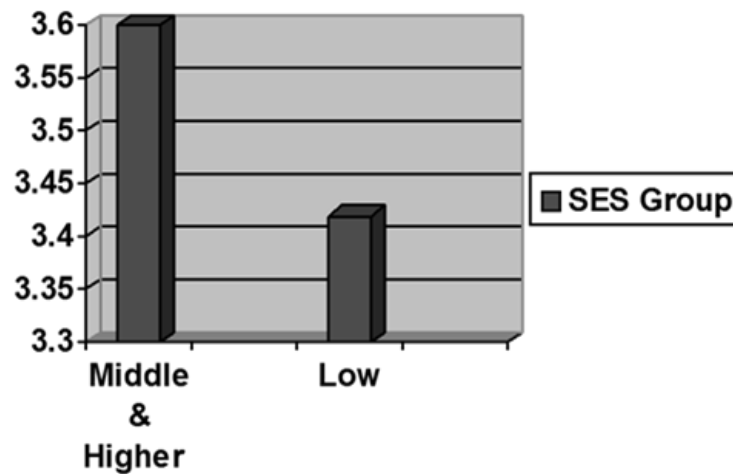
Table.4. Means and standard deviations of the scores and summary of one way ANOVA for counseling needs in relation to SES.

Source of variance		N	Mean	Std. Deviation
Developing Social Relations (DSR)	1.00	157	3.4193	0.8203
	2.00	143	3.6026	0.8239
	Total	300	3.5067	0.8257
	MS	F		
Between groups (DSR)	2.51	3.71		
Within groups (DSR)	0.67			
Total	299			

**** $P < 0.01$,
* $P < 0.05$
DSR:
Developing
social**

relations

Fig.4. Effect of SES on the need for developing social relations socioeconomic status group



The result from Table.4 is a close view on mean score patterns which reveals that adolescent students belonging to middle and higher SES group felt higher need for counselling in the area of socialization ($M=3.60$) as compared to low SES group ($M=3.41$). Summary of ANOVA supports that effect of SES on the socialization counseling need is significant $F(1, 299) = 3.71, P < 0.05$. Hence, the result indicate that adolescents belonging to middle and higher SES show greater concern for socialization counselling (Fig. 4).

DISCUSSION

Adolescence is difficult for most youngsters, as it is a period during which an individual challenges self and childhood ideas (Jaffe, 1998). Adolescence is a turbulent time (Hoyer, 1998). At such times psychological counseling is a possible intervention. Adolescents have a tendency to view world with rose-tinted glasses (Russian, 1975). The main issues relating to adolescents are about understanding self, confronting family relationships, peer pressure and substance use/abuse issues; issues associated with psychological and emotional stress; sexual maturation issues, and school/academic issues (Pledge, 2003). Counseling is an interactive process that leads to a change in behavior, beliefs, values and level of emotional distress (Elizabeth & Patterson, 2005). The study has its focus on knowing the socialization issues and needs of the adolescents that may require counseling. Socialization counseling is vital for psychosocial development and wellbeing of adolescents. Research supports this reflection concerning how socialization has consequences in a child's development as well as the psychosocial well-being (Hughes et al., 2006).

Our study shows that the government school indicated greater need for counseling in the area of socialization as compared to the private and missionary schools. This is because in government schools individual attention is almost rare and students most often have to look after themselves. Students of government school are the ones who get little attention and help from authorities. So these students show interest in being benefitted from counseling. The higher need from

government school for counseling was because the learning environment is much more challenging with fewer resources as well as individualized attention of teachers. Schools can be a source of great help to adolescents, as research supports that school counselors are effective in teaching social skills (Verduyn & Forrest, 1990).

The effect of gender did not produce significant effect on the need for counseling in the area of socialization. The result indicated that girls of IX standard and boys of XI standard showed greater need for developing social relations and hence showed inclination for counseling. An earlier report also suggested that late maturing boys are more psychologically restless than late maturing girls (Weatherley, 1964) and early maturing girls feel out of step with their peer group (Jones and Mussen, 1958).

Socio-economic status and counseling need

To ensure we know the pulse of the society, different levels of socio-economic population from different category of schools are targeted. The problems of adolescents are multi-dimensional in nature and require holistic approach. (Ali, 2014). The results indicate that the adolescents belonging to the middle and higher SES group showed greater need for counseling in the area of socialization and thus the need for counseling to develop social relations owing to less satisfaction with the present achievements. They further showed interest in improving and benefiting from counseling. According to reports of Bogie (1976) and Chaves et al. (2004), an aspiration expectancy discrepancy has been observed among lower SES adolescents but not among the higher SES. Counseling can help in lessening the gap between aspiration and expectation to some extent to some extent, which otherwise might go unattended. School counseling and guidance must be viewed as novel and critical educational factor in enhancing student development. It is suggested in this context that professional school counseling should be made mandatory for building welfare India emphasizing on the socialization area. There is a possibility to strengthen the secondary and the higher secondary stage of education by providing greater access and by improving quality of education through counseling of adolescents.

CONCLUSION

As investment in education has a direct bearing on the development of a country, a comprehensive help system must be promoted for adolescent well-being in schools. The report of the Working Group on Youth and Adolescents Development for 12th Five Year Plan (2012-2017) essentially suggests that counseling centers should be established in all educational centers and so does this study. Teachers alone may not provide this kind of social support and hence professional socialization counseling must be necessary intervention for adolescents' optimal development. Counseling assists adolescents to be prepared for life as well as to cope with exigencies in future.

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Application of Equivocal Death Psychological Autopsy for Investigation: A Case Study

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ABSTRACT:

Forensic Psychology is that branch of applied psychology which is concerned with the collection, examination and presentation of evidence for judicial purposes. Forensic Psychological Evaluation has contributed significantly as an aid to investigation in many sensitive cases. There are various subfields of Forensic Psychology and one such technique is that of Psychological Autopsy. Psychological Autopsy is an extremely important tool in ascertain the mental status of any individual before his or her death. This tool throws light on various facts which may have been missed during investigation. Equivocal death Psychological Autopsy is useful in aiding investigation process especially in controversial death. The technique of Equivocal death Psychological Autopsy is relatively new in India and this particular technique was applied during investigation process for a case referred where there was a controversy in terms of investigating agency claiming it to be a case of suicide while the family of deceased claimed it to be case of homicide.

Keywords: *Equivocal Death Psychological Autopsy, Victimology, Forensic Psychology*

INTRODUCTION:

Forensic Psychology deals with application of principles of human behavior and cognition to legal civil and criminal delivery system. It is also the scientific discipline dealing with the understanding of factors which culminate in the expression of violent and legally unacceptable behavior which brings the perpetrator of the actions under the focus of law and need for specialized rehabilitation. Changing crime scenarios especially related to organized crime at national and international domains have brought huge demands from Forensic Psychology.

A forensic Psychologist always tries to understand the causes of criminal behavior. They try to establish link between the crime, crime place, the victim and the offender. However, Forensic Psychologists also tries to work is the areas related to victimology or victim's psychology.

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They also try to understand why a particular victim was chosen as this aspect throws light on the offenders modus operandi. Similarly Forensic Psychologists also perform Psychological Autopsy especially in equivocal deaths.

EQUIVOCAL DEATH PSYCHOLOGICAL AUTOPSY:

Equivocal death analysis is by far the most demanding work and equivocal death analyst requires extensive information about victim and circumstances surrounding his or her demise before rendering an opinion (Roy Hazelwood & Stephen G. Michaud, 2001). Knowledge of the victim's personality and behavior is critical to an Equivocal Death Analysis. The goal of equivocal death analysis is not to prove the manner of death, but to arrive at an informed opinion whether homicide, suicide, or an accident most likely occurred. (Oh Yoon Sung 2010)

Psychological Autopsy is a retrospective psycho-social examination of a decedent to the time of his or her death (Moses, 2012). It is an extension of Victimology (Turvey B., 2008) that reconstructs the deceased's psychological state before his or her death. The concept and technique of the psychological autopsy was developed by Dr. Edwin S. Shneidman who defined the psychological autopsy as: "A behavioral scientific impartial investigation of the psychological (motivational, intentional) aspects of a particular death. It legitimately conducts interviews (with a variety of people who knew the decedent) and examines personal documents (suicidal notes, diaries, and letters) and other materials (including autopsy and police reports) that are relevant to the role in the individual's death".(Sampath et.al 2007). Ebert (1987) described psychological autopsy (PA) as a process designed to assess a variety of factors, including behaviors, thoughts, feelings, and relationships, of an individual who is deceased. It was developed originally as a means of resolving equivocal deaths.

The psychological autopsy is a retrospective construction of a decedent's life initiated to get a better understanding of his death. It is used to determine the victim's psychological intent, using interviews and examination of documents to reconstruct the behavior, personality, lifestyle, habits and history of the victim prior to death. (Moses,2012). Psychological Autopsy aids as an investigative tool which is at the outer edge of professional knowledge and practice in that it requires an application of skills, experience, and training to assess a variety of factors including the behavior, thoughts, feelings, and relationships of an individual who is deceased. (Sampath et.al 2007)

There are two types of Psychological Autopsy: the Suicide Psychological Autopsy (SPA) and the Equivocal Death Psychological Autopsy (EDPA). The SPA is to identify which psycho-social factors have contributed to suicide and is performed when the manner of death is unequivocally a suicide; while EDPA is performed when the manner of death is still not very clear. (Dana S., 2008)

According to Canter (2000), a psychological autopsy report is very demanding and time consuming to produce. However, he has also pointed out that the value of the procedure can be enhanced by drawing on as many and as varied direct sources of information as possible.

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Psychological Autopsies are very useful and are also used by the Department of Defense and insurance companies for years, and there has been a recent increase in their use by families who have been denied the receipt of benefits from their insurance company after the death of a family member and now find themselves in court fighting for their benefits. (Bernstein, 2011).

This paper has attempted to portray the importance of the Equivocal Death Psychological Autopsy technique in equivocal death case of a young girl whose death was initially registered as a suicide, however was reinvestigated from the point of view of homicide due to various controversial aspects in overall case.

CASE STUDY:

Psychological autopsies review the specifics of the death and the decedent for suicide risk factors. This paper tried to adapt Shneidman,' 14 areas for inquiry in this case to prepare the report of Equivocal Death Psychological Autopsy. These areas included:

- Identifying information (e.g., age, marital status, religious practices, occupation);
- Details of the death;
- Brief outline of the victim's history (e.g., previous suicide attempts);
- Death history of the victim's family (e.g., family history of suicide, affective illness);
- Description of the personality and lifestyle of the victim;
- The victim's typical pattern of reaction to stress, emotional upsets, and periods of disequilibrium;
- Recent stressors, tensions, or anticipations of trouble;
- The role of alcohol and drugs in the overall lifestyle of the victim and her death;
- The nature of the victim's interpersonal relationships;
- Changes in the victim's habits and routines before death (e.g., hobbies, appetite, sexual patterns, and other life routines);
- Information relating to the life side of the victim (e.g., upswings, successes, plans);
- Assessment of intention;
- Rating of lethality;
- Reaction of informants to the victim's death;

BRIEF CASE HISTORY

A 26 Year old female, was found suspended from the ceiling fan, by her mother. The case was initially declared to be a case of suicide. However, her family insisted that this is a homicide and not a suicide. The case was thus referred for Equivocal Death Psychological Autopsy to gain better understanding of the entire case and to check for investigative leads.

A case study method was used in this study. The Equivocal death psychological autopsy was carried on after detailed study of her personal diary, her PM report, the Court Petition filed by

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the family, information gathered from interviews with key informants by means of direct interview and past photographs were utilized as source of information for this report.

The psychological autopsy method entailed reconstructing the biography of the deceased through psychological information gathered from personal documents; police, medical, and coroner records; and first-person accounts, either through depositions or interviews with family, friends, coworkers, school associates, and physicians.

Personal details:

Ms. XYZ was a 26 year old female staying alone in Mumbai. Her parents got separated when she was 5 Years old and both of them remarried. She stayed with her mother throughout her childhood and her adolescent life. She had completed her education up-to A level from Australia. After that she decided to pursue her career in fashion industry and hence came to India for the same. She was quite famous in the fashion industry and did receive awards for the same. She was also considering going back abroad for enrolling herself in other courses. She was a social drinker, but was not reported to be a habitual drinker and has never been 'over the edge'. She was never found to be unstable or having known to throw tantrums after having consumed alcohol. Further, she was not reported to have any significant medical illness. However, it was reported that she had undergone an abortion few months before her death.

Psychiatric History: She was not reported to have any psychiatric illness or mental illness. Further, it has been reported that she had never been clinically depressed and was not medicating herself for the same. However, it is reported that she sometimes use to take sleep medicines.

Past Stressors:

I. Career: She has been through a lot of ups and downs throughout her career. As part of the fashion industry, working conditions are extremely challenging and work at times continues for 18 to 20 hours. Furthermore, one also needs to face lots of challenges and multiple frustrations as it is a competitive field and an individual has to face failures as well as derogatory situations at various times. Despite all these challenges, this girl faced the world without being bogged down by depression or running away from the situations.

II. Relationships: She had been in relationships before and even had break-ups. Post any situations including past relationships, there were never any suicide attempts. However, her recent relationship with an aspiring politician was a cause of concern. There has been lot of conflicts and the girl was verbally, physically & sexually abused several times which was indicated through bruises over her body. She was even cheated by her recent boyfriend. She was also forced for abortion by her boyfriend.

ON THE DAY OF THE INCIDENT:

- She had a good time since morning and went around partying with her friends. She came back home happily and was suppose to go for another dinner party with another fashion designer. She seemed normal throughout the day.
- However, at night there were few arguments between the couple over the phone. After a while she went out to her boy-friends house, came back as she couldn't meet him, though he was present in her house and his servant did inform him that she has seen everything.
- She came back home, changed into her night clothes and half an hour later was found hanging on the ceiling fan in her bedroom.

SPECULATIONS:

- It is pertinent to note that this girl had been through many stressful situations such as being rape, verbal & physical abuse, and abortion throughout her life. These situations did cause extreme distress to her. However, she faced those situations boldly and worked over it proving her resilience with an attitude of 'Never Die'. There was no information regarding her having attempted suicide in the past.
- There was no history of depression as per the records and current information available. However, she was depressed as evident from her diary where she had written about all her past stressors.
- With relation to her career, as per the information from her family, she was happy with her career in terms of working for good brands and at the same time, she was thinking of pursuing higher education. These seemed be some signs of rational thinker.
- With respect to her relationships, she was seriously involved in 2 relationships in the past and both did not work and she was heartbroken at those times. At none of those times did she attempt suicide.
- With respect to her current relationship, she was extremely serious about this relationship, and wanted the relationship to stabilize. However, she was hurt at various times especially when she was mentally and physically abused and also forced for an abortion. It was also observed that even after going through stressful situations such as abortion, being abused, at those times, she did face it boldly.
- With reference to the day of the incident, she seemed to be happy during the day as can be interpreted by her going out and partying with her friends.
- There could have been some stressful situations at night when there was a conflict between the couple. However, no clues were available to study whether the reasons of fight were so serious to trigger someone to commit suicide as she had been through much more in her past. .
- It is also important to understand and note that the motive for committing a suicide is still not clear. She did not seemed to be under depression, certainly she was depressed and upset many times in her life but none of those times has she attempted suicide even once.

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- Further, if in reality it was a case of suicide, the action may have been an impulsive one which is derived from facts that:
 - a. No suicide note found
 - b. Further, If she wanted to commit suicide because of what she had seen at her boyfriend's house, she should have committed suicide immediately after coming home. It is noted that even after coming back she has changed to her night dress, removed her make-up. These actions certainly did not support actions of an individual whose thoughts are preoccupied with committing suicide.
- Considering all the above points, the possibility of homicide cannot be ruled out completely.

CONCLUSION:

Psychological Autopsy is an important and a valuable tool for aiding the investigation. This report provides detailed information about an individual's death using various sources and brings out new points that could have been missed during the initial investigation process. This technique provides investigating agency a direction in equivocal deaths there by attempting to give justice to the victim.

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Tactics of Impression Management: Relative Success on Workplace Relationship

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ABSTRACT:

Impression Management, the process by which people control the impressions others form of them, plays an important role in inter-personal behavior. All kinds of organizations consist of individuals with variety of personal characteristics; therefore those are important to manage them effectively. Identifying the behavior manner of each of these personal characteristics, interactions among them and interpersonal relations are on the basis of the impressions given and taken. Understanding one of the important determinants of individual's social relations helps to get a broader insight of human beings. Employees try to sculpture their relationships in organizational settings as well. Impression management turns out to be a continuous activity among newcomers, used in order to be accepted by the organization, and among those who have matured with the organization, used in order to be influential (Demir, 2002).

Keywords: *Impression Management, Self Promotion, Ingratiation, Exemplification, Intimidation, Supplication*

INTRODUCTION:

When two individuals or parties meet, both form a judgment about each other. Impression Management theorists believe that it is a primary human motive; both inside and outside the organization (Provis, 2010) to avoid being evaluated negatively (Jain, 2012). Goffman (1959) initially started with the study of impression management by introducing a framework describing the way one presents them and how others might perceive that presentation (Cole, Rozelle, 2011). The first party consciously chooses a behavior to present to the second party in anticipation of a desired effect. Assuming the second party responds in the way that the first party intended, the first party will continue to use the particular strategy.

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Impression Management

Most people are concerned with making good first impressions on others, because they believe that these impressions will exert lasting effects. Hence during social interactions; individuals attempt to control their images both consciously and unconsciously (Schlenker,1980, p.V).This is called as Impression Management. It is a behavior used to create and maintain desired images of the self (Gardner & Martinko, 1988).In other words, Impression Management is a process through which individuals attempt to influence the impressions other people form of them.

The desire to make a favorable impression on others is a strong one, so most of us do our best to “look good” to others when we meet them for the first time. Persons who perform impression management successfully do often gain important advantages in many situations (Sharp & Getz, 1996; Wayne & Liden, 1995).Individuals use different techniques for boosting their image which generally fall into two categories viz: effort increase their appeal to others (*self-enhancement*) and efforts to make the target person feel good in various ways (*other-enhancement*).Self- enhancement make use of specific strategies to bend the truth and enhance one’s own appeal whereas in Other-enhancement tactics used play an important role in generating liking for the person responsible for them (Byrne,1992).

According to (Taylor, 1997), Impression Formation is an important universal trend for all individuals and managing these impressions affects one’s life deeply (Sallot,2002). There is a need for those for organizational settings to understand the basic elements or constructs involved in impression management (Crane, & Crane, 2004).Newcomers continuously use Impression management tactics to be accepted by the organization, whereas those who have matured with the organization, used in order to be influential (Demir, 2002). Impression management strategies has a lot to do with the protection and maintenance of power and has an impact on organization’s culture and performance (Jones & Pittman,1982).

Jones & Pittman offered five strategies of impression management: Self-Promotion, Ingratiation, Exemplification, Intimidation and Supplication. Use of a particular strategy depends on what attribution the first party is seeking from the second party. Also these strategies can be used independently of one another (Jones & Pittman,1982). This would mean the first party can use one or any number of the strategies to influence the second party feelings and perceptions of the situation.

OBJECTIVES OF STUDY

- 1) To identify the common tactic used by the employee for managing impression
- 2) To identify a particular behavior that all employees actually engage in for impression management

RESEARCH METHODOLOGY

Impression management tactics were measured by a scale taken from Bolino and Turnley (1999), based on the classification system proposed by Jones and Pittman (1982). Using Bolino Turnley

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(1999) Impression Management Scale the respondents answered statements by thinking about "how often you behave this way" The taxonomy in questionnaire includes: **Self-Promotion**, whereby individuals point out their abilities or accomplishments in order to be seen as competent by observers; **Ingratiation**, whereby individuals do favors or use flattery to elicit an attribution of likability from observers; **Exemplification**, whereby people self-sacrifice or go above and beyond the call of duty in order to gain the attribution of dedication from observers; **Intimidation**, where people signal their power or potential to punish in order to be seen as dangerous by observers; and **Supplication**, where individuals advertise their weaknesses or shortcomings in order to elicit an attribution of being needy from observers.

The study is Exploratory in nature. Sampling technique used is Convenience Sampling.

50 Academicians from various Academic Institutes of Indore were selected as the Respondents. Questionnaire were given to 50 respondents. 8 questionnaires were not received and 7 were found to be incomplete. Respondents were supposed to fill two parts in the questionnaire. In the first part questions about the demographic characteristics of employees; in the other part questions designed to measure impression management were asked. A total of 35 questionnaires were selected for the analysis of Impression Management tactics. Respondents selected were Doctorates and Post Graduates with MBA, M.Sc, M.E, M.Tech, MCM and MCA with designations as Assistant Professor, Associate Professor and Professor.

DATA ANALYSIS & FINDINGS

Table 1:

STATEMENTS	MEAN	AVERAGE	MAXIMUM	MINIMUM	ITEM MEAN	CONSTRUCT MEAN
SELF-PROMOTION						
Talk proudly about your experience or education.	80	87	103	80	2.286	2.486
Make people aware of your talents or qualifications.	83				2.371	
Let others know that you are valuable to the organization.	103				2.943	
Make people aware of your accomplishments.	82				2.343	
INGRATIATION						
Compliment your colleagues so they will see you as likable.	90	90.75	110	76	2.571	2.592
Take an interest in your colleagues' personal lives to show them that you are friendly.	76				2.171	

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Praise your colleagues for their accomplishments so they will consider you a nice person.	110				3.14 3	
Do personal favors for your colleagues to show them that you are friendly.	87				2.48 6	
EXEMPLIFICATION						
Stay at work late so people will know you are hard working.	58				1.65 7	
Try to appear busy, even at times when things are slower.	53				1.51 4	
Arrive at work early to look dedicated.	62	54.25	62	44	1.77 1	1.550
Come to the office at night or on weekends to show that you are dedicated.	44				1.25 7	
INTIMIDATION						
Be intimidating with coworkers when it will help you get your job done.	66				1.88 6	
Let others know you can make things difficult for them if they push you too far.	43				1.22 9	
Deal forcefully with colleagues when they hamper your ability to get your job done.	63	62.2	74	43	1.80 0	1.777
Deal strongly or aggressively with coworkers who interfere in your business.	65				1.85 7	
Use intimidation to get colleagues to behave appropriately.	74				2.11 4	
SUPPLICATION						
Act like you know less than you do so people will help you out.	73				2.08 6	
Try to gain assistance or sympathy from people by appearing needy in some areas.	61				1.74 3	
Pretend not to understand something to gain someone's help.	58	65.4	74	58	1.65 7	1.868
Act like you need assistance so people will help you out.	74				2.11 4	
Pretend to know less than you do so you can avoid an unpleasant assignment.	61				1.74 3	

Table 2: Common Tactic and Particular Behavior of Academicians

Impression Management Tactics	Rank Order	Common Behavior
Self-Promotion	2	Let others know that you are valuable to the organization.
Ingratiation	1	Praise your colleagues for their accomplishments so they will consider you a nice person
Exemplification	5	Arrive at work early to look dedicated.
Intimidation	4	Use intimidation to get colleagues to behave appropriately.
Supplication	3	Act like you need assistance so people will help you out.

SELF-PROMOTION

Self-promotion is most often used when the chance of their claims being challenged or discredited is low (Rosenfeld et al., 1995, p.51). The table shows the highest value for Self – promotion as 2.943 for the item- *“Let others know that you are valuable to the organization”*.

Here maximum respondents self-promote them to achieve an attribution of confidence. They use the self descriptive communication to be seen as competent. The goal when using this strategy is usually an immediate one such as getting admitted into a university or a new job (Tedeschi & Riess, 1981, p.11). Self-promotion is a proactive process in which the self-promoter has to actively say things to show the competence or at least undertake actions so that the competence is displayed to the target. Self-promotion is most often used when the chance of their claims being challenged or discredited is low (Rosenfeld et al., 1995, p.51). Next to this it was also found that the occurrence of self-promotion increases when individuals have the opportunity to openly impress someone with a higher status about their competence (Giacalone & Rosenfeld, 1986).

INGRATIATION

Item Construct have mean values as Self enhancement (2.571), Other enhancement (2.171), Opinion conformity (3.143) and Favour doing (2.486)

By using ingratiation the respondents are concerned about influencing the targets liking for him/her. As seen from the table Opinion conformity (Praise your colleagues for their accomplishments so they will consider you a nice person.) has the highest value as 3.143.

Opinion conformity is also encouraged in situations where there are power differences. In an organizational setting the more difference there is in the power between two people the more likely it is that the lower one will imitate behaviors and values of the higher one (Rosenfeld et al., 1995). From the research presented it can be said that opinion conformity is an effective strategy to increase the attractiveness of an individual in the eyes of the more important target.

EXEMPLIFICATION

The mean value obtained is 1.771 against the item- *“Arrive at work early to look dedicated”* as seen in the above table. Here Exemplifiers are those respondents who arrive at work early to look dedicated. They also avoid to take holidays. These individuals are willing to suffer to help others but in reality also attempt to make others feel guilty because they are not acting in a same morally and integer manner. The target can reduce their feelings of guilt by at least supporting the cause of the exemplifier (Jones & Pittman, 1982). This tactic can actually also involve strategic self sacrifice (Rosenfeld et al., 1995). Furthermore the exemplifier often wants other people to know how hard he/she has been working, because they need to advertise their behavior (Rosenfeld et al., 1995)

INTIMIDATION

Item 5 in the questionnaire-*“Intimidation to get colleagues to behave properly”* got the highest score of 2.114. Intimidation is an impression management strategy designed to increase the credibility of one’s threats and in turn enhance the probability that the target will comply with the actors’ demands for agreement (Tedeschi & Riess, 1981, p.11). Using Intimidation; the respondents’ tries to convince his target that he is dangerous (Jones & Pittman, 1982) and generally flow from high level to low level and usually a form of downward influence (Rosenfeld et al., 1995)

SUPPLICATION

For asking something earnestly and humbly, most of the respondents score the highest value 2.114 for the item- *“Act like you know less than you do so people will help you out”*.

Supplication is used by individuals who are not able to use any of the strategies presented previously, as it involves exploiting ones weaknesses. The individual emphasizes his own dependence and weakness to obtain help from a more powerful other. By advertising their lack of ability, they attempt to activate a powerful social rule the norm of social responsibility that says you should help those who are in need (Rosenfeld et al., 1995, p.56). One heavy cost attached to using supplication is the costs of one’s self-esteem in admitting one’s incompetence.

CONCLUSION

The most common tactic used for Impression Management is Ingratiation .Employees attempt to make themselves likeable or more attractive to their colleagues by appreciating their accomplishments and achievements. But if this is done in excess , it may also result in disliking instead of creating a liking for self. Obvious ingratiation are detectable so it is always advisable to act with modesty and make self-demeaning statements on the unimportant issues while acting in a self-enhancing manner on the core matters (Schlenker, 1980). In this manner you can even things out and make ingratiation more credible.

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Next most common tactic used is Self-promotion. Employees who claim about their competencies will be highlighted only when the observer is competent himself. In case of an incompetent observer it will be tinted that these employees using Self-promotion have something to cover-up or make-up for. A good strategy for the self-promoter can be to organize that others will make claims on his/her behalf. Women who behave forcefully and boldly and in a positive manner are not evaluated as positively as men who engage in the same behavior (Rudman, 1998). Findings of their research put forth that women pay the price for this counter stereotypical behavior, even if it is essential for a flourishing career. It is not like they lack the ability to promote themselves but they daily have to choose regarding how to present themselves; whether in a feminine manner or a professional one (Rudman, 1998)

Employees using the tactic of supplication are perceived as lazy and demanding. As mentioned earlier in this chapter with this tactic the danger lies in its overuse (Rosenfeld et al., 1995). This tactic emphasizes employees dependence and weakness to obtain help from a more powerful other. By advertising their lack of ability, they attempt to activate a powerful social rule the norm of social responsibility that says you should help those who are in need (Rosenfeld et al., 1995, p.56). If an employee overuse or use it ineffectively, they can backfire and produce negative rather than positive reactions from others.

Using Intimidation technique may result in negative relationship and disliking and in some cases receive favorable performance evaluations out of fear.

Lastly employees using Supplication tactic may lose his self-esteem by admitting one's incompetencies in a particular task or field. Such employees are perceived as incompetent by other colleagues. If a colleague evaluates another colleague unfavorably it is also expected that this individual will be evaluated more negatively as to how much he/she is liked.

While tactics of Impression Management often succeed this is not always the case, and sometimes, they can boomerang, adversely affecting reactions to the people using them. That we try to make a favorable impression on others in many situations is obvious; and this makes a great deal of sense in attempting to gain membership in a fraternity. We all engage in positive self-presentation in a relatively automatic and effortless manner in well practiced scripts. These impressions are important and exert lasting effects on workplace relationships. Hence it is important to make a good impression on others when we care about their evaluations on us.

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Lifestyle: A Comparative Study of the Arts and Science college students

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ABSTRACT:

Main purpose of the research is to find out the Lifestyle among Arts and Science college students so investigator selected two groups one is Arts students and other is Science college students, both groups have 200 peoples. In one group has 100 Arts and other one groups has 100 Science college students. The all subjects were randomly selected from P.G. departments of various colleges of Anand district. Scale was use for data collection is personal datasheet and Life style scale developed by S. K. Bawa and S. Kaur, (2012), and data were analysis by 't' test. Result show, There is no any significant difference in the Lifestyle of Types of students, Social status, Types of families and Religion.

Keywords: *Lifestyle, Arts-Science students.*

INTRODUCTION:

Lifestyle is a living style which not only affects the individual who adopts it but also affects the society. The term lifestyle was propounded by Alfred Adler in 1929. It defines the attitude, values and somewhat exhibits the social position. Moreover it also includes pattern of social relations, consumption, entertainment and dressing style. It reflects person's views, habits and etiquettes and the way of life which has the direct influence on the type of services that person gives or requires.

Lifestyle of youth in India is a taking a rapid turn with the fast changing world. Influence of globalization, modernizations, changing needs of the society and awareness is making the youth more and more ambitious, hence affecting their lifestyle. it can be studied through their orientation to career, society, family education and trend seeking attitude. The way one lives has a great impact on the competencies of an individual to get success and satisfaction in life. Every individual has different way and style of living. Thus, lifestyle can be defined as "a person's pattern of living expressed through his/her activities, interests and opinions."

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Lifestyle typically reflects an individual's attitude, values or world view therefore a Life style is a means of self and to create cultural symbols that resonates with personal identity. Not all respects of a Life style are voluntary. Surrounding social and technical system can constrain the Life style choices available to the individuals and the symbol he/she is able to project to others and the self.

A way of living of individual, families (household) and societies, which they main feast in coping with their physical, Psychological, social and economical environments on a day to day basis. Lifestyle is expressed in both work and leisure behavior patterns and (on an individual basis) in activities, attitudes, interest, opinions, values and allocation of income.

“Lifestyle' as a set of attitudes, habits or professions associated with a particular person or group”

→**Collins English dictionary**

“Individuals pattern of living as reflected by interest, opinion, spending habits and activities.”

→**Barrons marketing dictionary**

“Lifestyle generally means a pattern of individuals practice and personal behaviour choices that are related to elevated or reduced health risk.

→**Gale encyclopedia of public health**

Your Life style can be healthy or unhealthy based on your food, choices activities level and behaviour. A positive Life style can brings you happiness, while a negative Life style can lead to sadness, illness and depression.

The following is an incomplete **list of lifestyles** found in the 21st century. This list uses a definition of lifestyle as any habits of social relations, consumption, dress, and recreation that are important enough to significantly influence the lives of a sector of the population, and hence can be used as a basis of social classification.

These are not well-defined or mutually exclusive categories; there may be considerable overlap between many of them, and an individual may identify as belonging to, or enjoying the activities associated with, more than one group. Many lifestyles can contain subclasses and subcultures.

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There are some types of lifestyle given bellow:

General

Activism	Asceticism	Modern Primitivism
Back to the land	Bohemianism	Clothes free
Communal living	Groupie lifestyle	Hippie
Nomadic	Quirky alone	Rural lifestyle

Income or profession/occupation based lifestyle

Criminality	Farming	Jet set
Piracy	Poverty	Prostitution
Sarariman	Workaholic	Yuppie

Consumption-based lifestyles

Healthy lifestyle	Digital lifestyle	Conspicuous consumption
Straight edge	Homelessness	Voluntary simplicity

Lifestyle classifications used in marketing

Achievers	Affluent	Belongers (joiners)
Early adopters	Empty nesters	Emulators
Opinion leaders	Over consumers	Survivors
Young singles	Yuppies	

Military lifestyles

Guerrilla / Partisan	Child soldier	Mercenary
Survivalism	Soldier	Terrorist

Sexual lifestyles

BDSM	Celibacy	Chastity
Free love	Leather	virginity
Monogamy	Open marriage	Polyamory
Polyandry	Polygamy	Polygyny

Lifestyles based on spiritual or religious preferences

Ahimsa	Hinduism	Bahai Faith
Breatharianism	Buddhism	Christianity
Cults	Evangelicalism	Eremitism (hermit)
Islam	Judaism	Missionary

The Student Lifestyle Survey:

The Student Lifestyle Survey (SLS) was carried out to explore the behaviours, perceptions and experiences of a cross-section of NUI Galway undergraduate students. The College Lifestyle and Attitudes National (CLAN) Survey was used as a guide in planning the study (Hope et al., 2005). The CLAN survey was carried out in 2002 with a sample of 3,259 full-time undergraduate students. It established a profile of student lifestyle habits in respect of general and mental health, diet, exercise, accidents and injuries, sexual health, substance use and drinking patterns. This was the first survey of health behaviours and attitudes among third level students in all Irish universities and Institutes of Technology. Coping skills, work / study balance, and alcohol-related harm were particular areas of concern identified in the findings. The CLAN survey found that regular binge drinking was associated with a cluster of risky or harmful behaviours, such as cannabis use and cigarette smoking and other negative consequences such as money problems, academic difficulties, fights and unprotected sex (Hope et al., 2005). The definition of binge drinking used in the SLS is the same as that used in the CLAN survey, namely, consuming eight or more standard drinks on one drinking occasion. This equates to four pints of beer, a bottle of wine or seven single measures of spirits (Hope et al., 2005).

AIMS OF THE STUDY:

1. To study of the Lifestyle among Arts and Science college students.
2. To study of the Lifestyle among reserve and non-reserve categories students.
3. To study of the Lifestyle among joint and nuclear families Students.
4. To study of the Lifestyle among Hindu and Muslim Students.

HYPOTHESIS:

1. There is no significant difference between the Lifestyle of Arts and Science college students.
2. There is no significant difference between the Lifestyle of reserve and non-reserve categories students.
3. There is no significant difference between the Lifestyle of joint and nuclear families students.
4. There is no significant difference between the Lifestyle of Hindu and Muslim families students.

METHOD:

Sample:

For this research 460 Students was taken as sample from Various Arts and Science colleges of Anand districts. Out of that only 200 samples randomly selected, which are 100 Arts and 100 Science college students. All the students are selected from P.G. departments.

Tools used:

The following tools were used in the present study:

Personal Data sheet:

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about Types of students, Social status, Types of family and Religion were collected.

Life style scale:

This scale is developed by S. K. Bawa and S. Kaur.(2012) This scale consists 60 items into 6 Dimension Like..

1. Health Conscious Life Style,
2. Academic Oriented Life Style,
3. Career Oriented Life Style,
4. Socially Oriented Life Style,
5. Trend Seeking Life Style,
6. Family Oriented Life Style.

It is standardized on students of Higher Education. (Adult)

Scoring procedure:

Lifestyle scale contains 60 items. Each item has five optional response, i.e., **strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree**. The respondent has to select one option out of the given five responses: there are 43 positive item and 17 Negative items. **The positive item scored as 4,3,2,1,0 and negative item scored as 0,1,2,3,4** for the responses Strongly Agree, Agree, indifferent, Disagree and Strongly Disagree.

No	Type of item	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1	Positive	4	3	2	1	0
2	Negative	0	1	2	3	4

In this test the Reliability coefficient has been found to be **0.96**. The reliability index is **.98** the author has reported satisfactory validity of the questionnaire.

Statistical Analysis:

In this study 't' test was used for statistical analysis.

Result and Discussion: Table No.1 (N=200) Means, SDs and 't' value of life style with reference to Types of students:

Marital status	N	Mean	SD	‘t’ value
Arts	100	143.60	13.79	0.66(NS)
Science	100	144.89	14.07	
NS= Not significant				

It is revealed in Table no.1 that mean score of life style in students belonging to Arts and Science collages are 143.60 and 144.89 respectively. These means indicate that Science students experienced the highest level of life style (144.89) as compared to the Arts students (143.60).The result indicate this as first sight .when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between Arts and Science college students. 't' value is 0.66 (Table 1) which is statistically insignificant. Hence the null hypothesis (No. 1) was accepted. Thus the results show that Types of Students has no significant effect on life style.

Table No.2 (N=200) Means, SDs and 't' value of life style with reference to Social status:

Social status	N	Mean	SD	‘t’ value
Reserve	95	144.80	12.91	0.51(NS)
Non reserve	105	143.81	14.82	
NS= Not significant				

It is revealed in Table no.2 that mean score of life style in students belonging to reserve and non reserve social status are 144.80 and 143.81 respectively. These means indicate that students of reserve status experienced the highest level of life style (144.80) as compared to the students of non reserve social statuses (143.81).The result indicate this as first sight .when 't' value was calculated to know statistical significant of mean difference, insignificant difference was observed between reserve and non reserve social status. 't' value is 0.51 (Table 2) which is

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statistically insignificant. Hence the null hypothesis (No. 2) was accepted. Thus the results show that social status has no significant effect on life style.

Table No.3 (N=200) Means, SDs and ‘t’ value of life style with reference to Type of family:

Type of family	N	Mean	SD	‘t’ value
Joint	135	144.61	14.05	0.48(NS)
Nuclear	65	143.60	13.73	
NS= Not significant				

It is revealed in Table no.3 that mean score of life style in student belonging to joint and nuclear families are 144.61 and 143.60 respectively. These means indicate that students of joint families experienced the highest level of life style (144.61) as compared to the Students of nuclear families (143.60).The result indicate this as first sight .when ‘t’ value was calculated to know statistical significant of mean difference, insignificant difference was observed between joint and nuclear families. ‘t’ value is 0.48 (Table 3) which is statistically insignificant. Hence the null hypothesis (No. 3) was accepted. Thus the results show that type of family has no significant effect on life style.

Table No. 4 (N=200) Means, SDs and ‘t’ value of life style with reference to religion:

Religion	N	Mean	SD	‘t’ value
Hindu	135	143.79	13.11	0.67(NS)
Muslim	65	145.29	15.53	
NS= Not significant				

It is revealed in Table no.4 that mean score of life style in students belonging to Hindu and Muslim religion are 143.79 and 145.29 respectively. These means indicate that students of Muslim experienced the highest level of life style (145.29) as compared to the students of Hindu (143.79).The result indicate this as first sight .when ‘t’ value was calculated to know statistical significant of mean difference, insignificant difference was observed between Hindu and

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Muslim. 't' value is 0.67 (Table 4) which is statistically insignificant. Hence the null hypothesis (No. 4) was accepted. Thus the results show that religion has no significant effect on life style.

CONCLUSION:

1. There is no significant difference between the Lifestyle of Arts and Science college students.
2. There is significant difference between the Lifestyle of reserve and non reserve categories students.
3. There is no significant difference between the Lifestyle of joint and nuclear families students.
4. There is no significant difference between the Lifestyle of Hindu and Muslim students.

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A Comparative Study of Emotional Maturity among Girls and Boys under Graduate Student

Mr. Tribhovan B. Makwana¹

ABSTRACT:

The present study is a comparative study regarding emotional maturity among girls and boys under graduate student. In this study total 600 student were randomly selected as a sample in the present study. Emotional maturity test constructed by Dr. Mahesh Bhargav and It was used for collection of data t-test method under by in 2x2x3 factorial design was used for statistical analysis of variable. It can be know by the analysis that Ho₁ there is significant difference between emotional maturity among girls and boys under graduate student. Ho₂ There is significant different between emotional maturities among rural and urban under graduate student. Ho₃ There is significant different between emotional maturity among arts and commerce faculty under graduate student. Ho₄ There is significant difference between emotional maturity among arts and Science College under graduate student. Ho₅ There is significant difference between emotional maturity among commerce and science faculty under graduate students.

Keywords: *Emotional Maturity, Graduate Students*

INTRODUCTION:

Performance in any endeavors is largely contingent upon mental preparation psychological strength and emotional maturity. Just as one prepares for competition by practicing, physical skill as well as increasing his/her strength and endurance, one must also prepare himself/her self mentally as well as emotionally, Emotional are great motivation forces throughout the span of human life. An emotion involves feelings, impulses and physiological reaction Kaplan and Baron (1986) said there are so many factors which can influence the process of adjustment level of aspiration/socio economics status, family environment, caste, school environment, anxiety, frustration and above all his emotional maturity students is a period where the behavior self influences highly by the emotional. According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality. Emotional maturity is a process in which the personality is continuously striving for greater sense. If emotional health both infra-physically and intra personally.

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Emotional maturing can be understood in term of ability of which in turn is a result of thinking and learning. Chamberlain (1960) said that an emotionally matured person is one whose emotional life is well under.

OBJECTIVE OF RESEARCH

1. To get information regarding emotional maturity among girls and boys under graduate student.
2. To get information regarding emotional maturity among rural and urban under graduate student.
3. To get information regarding emotional maturity among arts, commerce and science faculty under graduate student.

HYPOTHESIS OF RESEARCH

- Ho₁ There is no significant difference between emotional maturity among girls and boys under graduate student.
- Ho₂ There is no significant difference between emotional maturity among rural and urban under graduate student.
- Ho₃ There is no significant difference between emotional maturity among arts and commerce faculty under graduate student.
- Ho₄ There is no significant difference between emotional maturity among arts and science faculty under graduate student.
- Ho₅ There is no significant difference between emotional maturity among commerce and science faculty under graduate student.

Variables

Independence Variable

A = Gender A₁ = Boys A₂ = Girls

B = Area B₁ = Rural B₂ = Urban

C = Faculty C₁ = Arts C₂ = Commerce C₃ = Science

Dependent Variable : Score of Emotional Maturity Scale :

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Sample

2x2x3 factorial design was used for this study sample of the present study consist 600 students 300 boy and 300 girl students of different faculty and areas. Sample were randomly selected from different colleges in Anand.

Tools

Emotional Maturity Scale was used for data collection. Emotional maturity scale was standardizing by Dr. Mahesh Bhargave reliability.

Statistical Analysis

‘t’ test was used for this research.

Result and Interpretation

Table-1 shows S.D. Mean, Mean Different, ‘t’ value, significant level of emotional maturity of boys and girls under graduate student

Gender	N	Mean	M_1-M_2	SD	t-value	t-table	Sign. Level
Boys	300	132.84	3.74	24.07	1.96	1.96 (0.05)	0.05
Girls	300	136.58		22.52		2.58 (0.01)	

Interpretation

There is no significant difference between emotional maturity among boys and girls student. For testing of this hypothesis ‘t’ value can be seen 1.96 in table-1. This value is which is significant at 0.05 level. Hence null hypothesis is rejected. Mean score can be seen of boys. Which is 132.84 and S.D. 24.07. This score compared with girls student mean score 136.58 and S.D. 22.52 and mean difference is 3.74. It means there is significant. Thus girls emotional maturity is very compared to boys.

Table-2, Shows S.D., Mean, Mean Different, ‘t’ value, significant level of emotional maturity of rural and urban under graduate student.

Area	N	Mean	M_1-M_2	SD	t-value	t-table	Sign. Level
Rural	300	132.21	4.99	22.16	2.62	1.96 (0.05)	0.01
Urban	300	137.2		24.28		2.58 (0.01)	

Interpretation

There is no significant different between emotional maturity among rural and urban under graduate student for testing of this hypothesis ‘t’ value can be seen 2.62 in table-2. This value is which is significant at 0.01 level. Hence null hypothesis is rejected. Mean score can be seen of

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rural under graduate students. Which is 132.21 S.D., 22.16. This score compare to urban under graduate student mean score 137.2, S.D. 24.28 and mean difference 4.99. It means there is significant, thus urban under graduate student emotional maturity is high compare to rural under graduate students.

Table-3 Shows S.D., Mean, Mean Different, 't' value, significant level of emotional maturity of Arts and Commerce faculty under graduate student.

Faculty	N	Mean	M ₁ -M ₂	SD	t-value	t-table	Sign. Level
Arts	300	131.16	4.73	23.57	2.04	1.96 (0.05)	0.05
Commerce	300	135.89		22.6		2.58 (0.01)	

Interpretation

There is no significant different between arts & commerce faculty under graduate students for testing of this hypothesis 't' value can be seen 2.04 in table-3. This value is which is significant at 0.05 level. Hence null hypothesis is rejected. Mean score can be seen of arts faculty under graduate 131.16, S.D. 23.57. This score compare with commerce faculty student means score 135.89, So 22.06 and mean difference is 4.73. It means there is significant. Thus commerce faculty under graduate student emotional maturity is very high compared to arts faculty under graduate students.

Table-4 Shows S.D., Mean, Mean Different, 't' value, significant level of emotional maturity of Arts and Science faculty under graduate student.

Faculty	N	Mean	M ₁ -M ₂	SD	t-value	t-table	Sign. Level
Arts	200	131.16	5.91	23.57	2.5	1.96 (0.05)	0.05
Science	200	137.07		23.6		2.58 (0.01)	

Interpretation

There is no significant different between of emotional maturity among arts & science faculty under graduate students for testing of this hypothesis 't' value can be seen 2.5 in table-4. This value is which is significant at 0.05 level. Hence null hypothesis is rejected. Mean score can be seen of arts faculty under graduate student which is 131.16 and S.D. 23.57. This score compare with science faculty undergraduate student means score 137.07, and So 23.5 and mean difference is 5.91. It means there is significant. Thus Science faculty under graduate student emotional maturity is very high compared to arts faculty under graduate students.

Table-5 Shows S.D., Mean, Mean Different, 't' value, significant level of emotional maturity of Commerce and Science faculty under graduate student.

Faculty	N	Mean	M ₁ -M ₂	SD	t-value	t-table	Sign. Level
Commerce	200	131.16	4.73	23.57	2.4	1.96 (0.05)	0.05
Science	200	135.89		22.6		2.58 (0.01)	

Interpretation

There is no significant different between of emotional maturity among Commerce & science faculty under graduate students for testing of this hypothesis 't' value can be seen 2. 4 in table-2. This value is which is significant at 0.05 level. Hence null hypothesis is rejected. Mean score can be seen of commerce faculty under graduate student which is 131.16 and S.D. 23.57. This score compare with science faculty undergraduate student means score 135.89, and S.D. 22.6 and mean difference is 4.73. It means there is significant. Thus science faculty under graduate student emotional maturity is very high compared to commerce faculty under graduate students.

CONCLUSION

1. There is significance difference between emotional maturity among girls and boys under graduate student.
2. There is significance difference between emotional maturity among rural and urban under graduate students.
3. There is significant difference between emotional maturity among arts and commerce faculty under graduate students.
4. There is significant difference between emotional maturity among arts and science faculty under graduate students.
5. There is significant difference between emotional maturity among commerce and science faculty under graduate students.

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Study of Self Concept In Relation To Family Environment among Adolescents

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ABSTRACT:

This study examines Self-concept in relationship with Family environment among adolescents. The study involved a total of 137 adolescents in the age group from 17-19 years, Adolescents's Self Concept Scale - CSCS and CYDS Family Environment Scale was used to measure self-concept and family environment among adolescents. Then the data was scored and statistically analyses by using t-test and correlation. The result of the study revealed that there is no significant difference between male and female adolescents in their self-concept, and also there is no significant difference between male and female in their family environment. There is a highly significant positive correlation between self concept and family environment among adolescents.

Keywords: *Self-concept, Family environment, Adolescents.*

INTRODUCTION:

The process of adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. Besides physical and sexual maturation, these experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risk during which social contexts exert powerful influences.

The feelings one develops about oneself are formed quite early in life and are modified by subsequent experiences.

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The fact that the significant people who come and go in a child's life leaving an edible mark on how he views himself / herself, are many and varied. It leads us to believe that the basic factor in the development of self-image is flexibility. Adolescence is a period of life in which the sense of self changes profoundly. Family is the first school of the child. Family plays an important role in the development of the child. Family is the social agency, which develops the skill of socialization in the child. According to Eitzen (2003) "Family is a construct of meaningful relationships". This is perhaps the most important point for the educational practitioner to keep in mind that the child's self concept is not unalterably fixed, but is modified by every life experience, both in and out the classroom, at least through the maturing years. His / her present concept of self, and his / her relationship to the other children and to the teacher, is profoundly affected by such factors as his social-class membership, family structure, parental behavior, ethnic background, religion and the language spoken in the home. It is very interesting to find that how the factors outside the classroom affect the child's self concept.

Self concept is a central theme around which a large number of major aspects of the personality are organized. It's importance stems from it's influence over the quality of a person's behavior and his adjustment to life and situations.

According to Rogers (1951), Self concept or self structure is "an organized configuration of perception of the self which are admissible to the awareness" . It is the nuclear concept of personality, conceived as a result of interaction of the individual with his environment. The self concept measured by this scale refers to a set of relatively stable self-attitudes, which are not only descriptive, but also evaluative. Children learn the ways of people in their culture by participating in cultural tasks and activities (Ogbu, 1988). The family is the primary unit through which customs, beliefs, habits, values, and modes of behavior are transmitted from one generation to the next through the process of socialization (Saraswathi & Dutta, 1988; Tandon, 1981). For children, the most important familial influence is the quality of the home environment for academic learning and parental involvement. Researchers report strong correlations between characteristics of the home environment (Alyward 1997; Molfese, Di Lalla, and Bunce, 1995). Bayder and Brook-Gunn (1991) found that grandmother care is related to higher cognitive development and fewer behavioural problems among preschoolers. Moreover, there is reason to believe that grand parenting may have particularly strong effects on child socialization. Whitney (1999) found that family environment appears to contribute to the well being in present as well as future life of the child. Lawanu Bordoloi(2012) explored on Self-Concept of Hostellers and Non-Hostellers result indicated that the hostellers always form a good and positive self concept as they have need to face with many problems. But there was a significant difference between the hostellers and non- hostellers on various dimensions of self-concept.

Amit Kauts and Balwinder Kaur (2003) Evaluated children's behaviour in relation to family environment and technological exposure at pre primary stage. The findings of the study reveal

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that children's behaviour is better in families with good family environment than in families with poor family environment. Rajesh Kumar and Roshan Lal (2014) studied academic achievement in relation to family environment among adolescents which revealed that adolescents experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environment.

OBJECTIVES:

1. To study the self concept of adolescents
2. To study the family environment of adolescents
3. To study the relation between self concept and family environment

METHOD

Hypotheses

1. There is significant difference in the self concept of male and female adolescents.
2. There is significant difference in the family environment of male and female adolescents.
3. There is positive effect of the self-concept and family environment among adolescents.

Sample:

A convenient random sampling technique was used for present sample of 137 subjects. The age ranges between 17 to 19 years old, of which 83 are girls and 54 are boys. The subjects were selected from various colleges of Bengaluru city.

Measures

The following tools were used for obtaining data

CYDS Family Environment Scale: is a pencil paper test. It is based on the Family Environment Scale by Moos and Moos (1974). Although the concept of dimensions has been taken from Moos' scale, all the subscales have been operationally defined with certain modifications of original definitions. It has five sub-scales which are important in the psychological world of adolescence. They are: Support, Beliefs about Purpose, Beliefs about Development, Deviant Beliefs, beliefs About Family.

S.P. Ahluwalia's Children Self Concept Scale

This measure produces six subscales. The score for each subscale is calculated by summing responses to the individual items. Sub scales are Behaviour, Intellectual and school status,

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Physical appearances and attitudes, Anxiety, Popularity, Happiness and satisfaction And one lie scale. A high score on a scale is presumed to indicate a favorable self concept.

PROCEDURE:

To study self concept and family environment among adolescents, the researcher took permission and collected data from the selected Bangalore colleges like Mount Carmel (PU) College, Maharani Arts and Science College, St.Joseph's College, REVA College, Deeksha School, Lal Bahadur Shastri Government First Grade College, Hymamshu Jothi Kala Peetha, Ramaiah Institute of Technology. The participants were given appropriate instructions and asked to indicate their responses in the respective sheets given to them. Whenever they had doubt in understanding items, the test administrator clarified their doubts in their local language. Data collection was done in one session and a session lasted for about 50-60 minutes approximately. Then the data was scored and statistically analysed by using descriptive, T test and correlations.

RESULTS AND DISCUSSION

Table No 1. Shows mean, SD and t values for self-concept and family environment of adolescents.

Variable	Gender	N	Mean	Std. Deviation	t	df	P
Self-concept	Male	54	89.76	10.062	1.299	135	.196
	Female	83	87.60	9.112			
Family Environment	Male	54	51.83	13.102	-.231	135	.818
	Female	83	52.31	11.021			

Table No 1. Shows mean, SD and t values for self-concept of adolescents. Self-concept of male adolescents (Mean=89.76; SD= 10.062) and female adolescents (Mean=87.60; SD=9.112) ($t=1.299$; $p<.196$) indicating no significant difference. It can be said that male and female adolescents has no difference on self-concept. Therefore, formulated H_1 there is significant difference in the self-concept of male and female adolescents, was not accepted.

Family environment of male adolescents (Mean=51.83; SD= 13.102) and female adolescents (Mean=52.31; SD=11.021) ($t=-.231$; $p<.818$) indicating no significant difference. It can be said that male and female adolescents has no difference on family environment. Therefore, formulated H_2 there is significant difference in the family environment of male and female adolescents was not accepted. This finding gets its support from the fact that the first learning of the child commences at his/her home by his/her family. The early years of rapid development of

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children depends largely on their family environment. So, the impact of family environment on a child's behavior is ever lasting.(Amit Kauts., Balwinder Kaur (2003)

Table No 2. Shows mean, SD and r values for self-concept and family environment of adolescents.

Variable	N	Mean	Std. Deviation	r	sig
Family environment	138	87.81	12.111	.328	.000
Self-concept	138	51.75	12.603		

Table No 2. Shows mean, SD and r values for self-concept and family environment of adolescents. Self-concept of adolescents (Mean=87.82; SD= 12.111) and family environment of adolescents (Mean=51.75; SD=12.603) ($r=.328$; $p<.000$) indicating highly significant positive correlation. It can be said that self-concept and family environment for adolescents were highly positive correlation. Therefore, formulated H_3 there is there is positive effect of the self-concept and family environment among adolescents, was accepted.

In the present study the results reveal that male and female adolescents having no significantly difference of self-concept and family environment. The self-concept and family environment of adolescents indicated highly positive correlations. Whitney (1999), Lawanu Bordoloi (2012), Amit Kauts and Balwinder Kaur (2003), Rajesh Kumar and Roshan Lal (2014) have revealed similar of all these studies have supported the findings of the studies.

CONCLUSIONS

1. Male and female adolescents have no difference on self-concept.
2. Male and female adolescents have no difference on family environment.
3. Self-concept and family environment for adolescents were positively correlated.

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Spiritual Beliefs and Quality of Life among Persons with Alcohol Dependence Syndrome

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ABSTRACT:

Spirituality as propagated through Alcoholics Anonymous (AA) has resulted in the attainment of sobriety for many persons with Alcohol Dependence Syndrome. The aim of the study was to see the association between Spiritual Beliefs and Quality of Life. We conducted a study using a cross sectional design where two groups (AA and hospital based program) from Bangalore consisting of 60 respondents were recruited for the study and standardized tools were used. The findings suggest that the AA group had a longer duration of abstinence and a positive association was observed between spiritual beliefs and quality of life. Support groups like the AA, are to be integrated as part of the holistic treatment for persons with addiction related disorders.

Keywords: *Alcohol Dependence Syndrome (ADS), Alcoholics Anonymous (AA), Abstinence, Spirituality and Quality of Life*

INTRODUCTION:

Globally alcohol consumption is considered to be the eighth leading risk factor for mortality and the third leading risk factor of death and disability (Rehm et al., 2009). In India current estimates of alcohol consumption are said to be at 30-35% for adult males and 5% for females (Gururaj, Murthy, Girish, & Benegal, 2011). Consumption of alcohol in the long run leads to dependence causing a major threat to the physical and mental health of the individual (Benegal, 2005). It is known to affect and impair cognitive functions (Chanraud et al., 2007), causes medical co-morbidities (Perälä et al., 2010) and lead to alcohol related deaths (Gururaj et al., 2011; Siddiqi, House, & Holmes, 2006). Since being identified as one of the major causes of the global burden of disease (WHO, 2004b), alcohol dependence is a chronic relapsing disorder (Vaillant, 2003), affecting all spheres such as personal, social, economic, financial (Gururaj, 2006) and family (Chowdhury, Ramakrishna, Chakraborty, & Weiss, 2006).

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Engagement in treatment is often problematic (Pasetti, Jones, Chawla, Boland, & Drummond, 2008), and despite conventional treatment patients have poor long term outcomes (Marshall, Edwards, & Taylor, 1994) resulting in multiple episodes of treatment extending over many years. In the last decade addiction related treatment and rehabilitative interventions have sprouted out emphasizing on the need for pharmacological (Johnson, 2008) and psycho social interventions such as brief motivational interventions, group therapy, community reinforcement approach, knowledge and skills training, family therapy, support groups such as self help groups and Alcoholics Anonymous (Jhanjee, 2014). An alternative form of treatment that emerged in the 1930's that stemmed out of the efforts of Bill Wilson and Bob Watson was the Alcoholics Anonymous (AA) in 1935 (AA, 1976). Since its inception it has continued to be one of the most widely used resources for persons with substance use disorders (SUD) (Room & Greenfield, 1993). Though various pharmacological treatments are available, most treatment providers recommend the 12 step meetings of AA to be an effective intervention (Timko, Moos, Finney, & Moos, 1994) and as an adjunct to the clinical treatment (Slaymaker & Sheehan, 2008).

Being religious is known to predict better health related outcomes, report higher levels of life satisfaction, greater happiness and fewer negative consequences (Ellison, 1991; Oleckno & Blacconiere, 1991; Wallace & Forman, 1998). Like this the spiritual beliefs adhered to in the AA fellowship is considered to be an important programme for continued and holistic care where attendance, affiliation and involvement are known to be associated with better substance use disorder outcomes (Gossop et al., 2003; Kelly, Stout, Zywiak, & Schneider, 2006), mediate abstinence and if not reduce the use or abuse of alcohol resulting in a drug-free life (Morjaria & Orford, 2002). Scientific literature not only supports the notion that spirituality and religiousness is associated with decreased risk for substance use (Miller, 1998) but also can enhance health and Quality of Life (Morjaria & Orford, 2002) emerging as a protective factor that could be used by treatment providers.

Laudet and colleagues observed that social support, spirituality, life meaning, religiousness and 12-step affiliation are found to enhance quality of life among recovering persons (these tenets that are imbedded in the AA philosophy) (Laudet, Morgen, & White, 2006), a factor that is considered to be important for mediating abstinence (Rather & Sherman, 1989). A randomized trial comparing spiritually based 12-step facilitation (TSF) with Cognitive Behavioural Therapy and motivational enhancement therapy for alcoholism found that the TSF group was significantly more likely to achieve complete abstinence adding to the large body of evidence that shows an inverse relationship between involvement in religion (e.g., attending services, considering religious beliefs important) and likelihood of substance use across life stages (Project MATCH Group, 1997).

Quality of life of persons with alcohol dependence syndrome takes a toll in the long run and as a result is found to be poor in persons who consume alcohol as compared to those who were abstinent and attending AA meetings (Peltzer & Pengpid, 2012; Savitha, Kumar, Sequira, & Sreemathi, 2011). Several studies in the western context have explored this concept but none in

the Indian context. With this the researcher conducted a study to explore the relationship between the two groups (AA and clinical group) on spiritual beliefs and quality of life that could shed light on newer treatment approaches.

MATERIALS and METHODS

The aim of the study was to examine if an association exists between Spiritual beliefs and Quality of Life among persons with ADS.

The study utilized a descriptive cross-sectional design using systematic random sampling with patients who sought help for their alcohol related problem from two treatment groups (AA group and Hospital based program). The respondents were abstinent from alcohol for a minimum of 6 months and were following up regularly at both the centres respectively. Thirty respondents were recruited from the out-patient department at the Centre for Addiction Medicine (CAM), National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore who visited the hospital on every two weeks as part of their routine treatment and 30 respondents were recruited from persons who were diagnosed with ADS in the past and were currently attending regular AA meetings at Bangalore.

Inclusion criteria: Patients who belonged to the age group of 20 – 60 years, diagnosed with Alcohol Dependence Syndrome (ADS) according to International Classification of Diseases-10 (ICD-10), (WHO, 1992), abstinent from alcohol use for the last 6 months and were following up regularly at both centres respectively with the absence of co-morbid medical and psychiatric conditions were included based on their willingness to participate in the study. Persons who had co-morbid disorders and were not willing to participate in the study were excluded. The sample that met the inclusion criteria were explained about the study and a written informed consent was obtained. The instruments used for the study were socio-demographic data sheet including clinical variables, Beliefs and Values (King et al., 2006) and Quality of Life (WHOQOL-BREF) scales. The data was analyzed using R software (R Development Core Team, 2008).

RESULTS:

The mean age of all the respondents was 31.25 years, majority of them were married and belonging to Hinduism.

Table 1: Socio demographic characteristics of respondents from both the groups

Variable	Category	Clinical group		AA group	
		N=30	%	N=30	%
Age (in years)	27 – 35	16	53.3	20	66.7
	36 – 55	14	46.7	10	33.3
Marital status	Unmarried	5	16.7	11	36.7
	Married	25	83.3	19	63.3
Occupational status	Skilled	11	36.7	24	80.0
	Unskilled	10	33.3	0	-
	Professionals	8	26.7	4	13.3
	Business	1	3.3	2	6.6
Educational qualification	Illiterates	8	26.6	0	-
	SSLC	7	23.3	4	13.3
	PUC	5	16.7	3	10.0
	Graduates	10	33.3	23	76.7
Individual income	Below Rs. 2000	7	23.3	0	-
	2001 – 10000	15	50.0	12	40.0
	Above Rs. 10000	8	26.7	18	60.0
Family income	2001 – 10000	25	83.3	16	53.3
	Above Rs.10000	5	16.7	14	46.7
Religion	Hindu	26	86.7	14	46.7
	Christian	4	13.3	16	53.3

Table 2 – Clinical profile of respondents from both the groups

Variable	Category	Clinical group		AA group	
		N=30	%	N=30	%
Age of initiating alcohol	15yrs - 18yrs	2	6.7	1	3.3
	19yrs - 22yrs	23	76.6	26	86.7
	23yrs - 26yrs	5	16.7	3	10.0
Reason for drinking	Friends	17	56.7	14	46.7
	Curiosity	4	13.3	3	10.0
	Peer-pressure	1	3.3	5	16.7
	Stress	8	26.7	8	26.7
Duration of drinking in years	1yr – 12 yrs	12	40.0	17	56.7
	13yrs – 24yrs	16	53.3	12	40.0
	25yrs – 36yrs	2	6.7	1	3.3
Current abstinence Period (in months)	6m-12m	29	96.7	7	23.3
	13m-19m	1	3.3	0	-
	20m-26m	0	-	23	77.7

The mean age of initiating alcohol use for all the respondents was found to be 21.15 years. Reasons for initiating alcohol use (curiosity, peer pressure and stress) were found to be similar between the groups. The mean duration of drinking alcohol for both groups was 13.5 years (clinical group = 14.7 years, AA group = 12.2 years). The current abstinence period in the clinical group was 9 months and 25 months in the AA group respectively

Table 3: Beliefs and values and Quality of life of persons with ADS

In the AA group, the total spiritual beliefs (M=66.16, S.D.±4.37) and Quality of Life (M=67.3, S.D.±2.89) was found to be better than in the clinical group (M=31.33, S.D.±3.45) and QOL (M=40.9, S.D.±4.28).

Variables	Group	N	Mean±SD
Spiritual Beliefs	Clinical group	30	31.33 ± 3.45
	AA group	30	66.16 ± 4.37
WHOQOL - Physical health	Clinical group	30	10.36 ± 1.18
	AA group	30	17.56 ± .77
WHOQOL – Psychological	Clinical group	30	10.93 ± 1.51
	AA group	30	17.28 ± .69
WHOQOL - Social relationships	Clinical group	30	10.57 ± 1.20
	AA group	30	17.20 ± 1.61
WHOQOL – Environment	Clinical group	30	9.10 ± 1.99
	AA group	30	15.20 ± .99
WHOQOL - Total Quality of Life	Clinical group	30	40.97 ± 4.28
	AA group	30	67.25 ± 2.89

Table 4: Relationship between Spiritual beliefs and Quality of Life

Variables	Spiritual Beliefs	
	Clinical group	AA group
Physical	0.03	0.35
Psychological	-0.09	0.59**
Social Relationships	-0.08	0.62**
Environment	0.12	0.74**
Total Quality of Life	-0.06	0.68**

** Correlation is significant at the 0.01 level (2-tailed)

There was significant positive correlation observed between total quality of life and beliefs and values in the AA group ($r=0.682^{**}$, $p<0.01$).

DISCUSSION

Socio-demographic and clinical variables: The major group differences observed was that the members from the AA group were well educated, better skilled and were drawing an better income than their counterparts. This could probably be due to the accessibility of the AA meetings around Bangalore thereby allowing for people from upper middle income families to make use of these services. The AA group saw 53.3% who were Christians and there was an almost equal representation of Hindus (46.7%) who were benefited from the meetings. This means that the primary notion that AA is for people from Christian faith is untrue and these findings replicate the results in which non Christian members of AA were found to benefit as it did not emphasize on a religious relationship with a Christian faith (Brigman & McQueen, 1987).

The mean age of initiation of alcohol in both the groups was 21.15 years indicating that these people were exposed to alcohol at a very early age. Reasons for initiating alcohol use (curiosity and peer pressure) were found to be similar in both groups. This finding is evidenced by results where curiosity (Bhullar, Singh, Thind, Aggarwal, & Goyal, 2013) peer pressure (Kuntsche, Knibbe, Gmel, & Engels, 2005) and stress (Laudet, Magura, Vogel, & Knight, 2004) have been found to be significant factors leading to alcohol use. Abstinence rates observed to be longer in the AA group than the hospital based group. This could be due to the fact of the affiliation and attendance in AA which has a positive effect thereby resulting in longer periods of abstinence; these findings have a significant clinical relevance and are consistent with studies (McKellar, Harris, & Moos, 2009; Piderman, Schneekloth, Pankratz, Stevens, & Altchuler, 2008).

Beliefs and values: The AA group was found to show a higher spiritual belief as compared to the clinical group. These findings are consistent with results where persons with addiction related problems are likely to report that spiritually focused interventions and practices (eg, prayer) may facilitate recovery (Gartner, Larson, & Allen, 1991). Increased attendance at AA meetings was

also associated with better outcomes as higher the attendance meant higher the spiritual affiliation which usually played a positive role in the adjustment and in better health (Blonigen, Timko, Finney, Moos, & Moos, 2011; Hoffmann, Harrison, & Belille, 1983), this was evidenced in the current study.

Quality of life: The members of AA group were found to do better on psychological, social relationships and environment domains (factors are embedded in the AA philosophy) as well as overall quality of life as compared to the clinical group. Similar results was observed which are consistent with the present findings that people attending AA groups were found to not only show increased abstinence rates but as well as experience better quality of life due to the environment that is cultivated by persons attending the support groups meetings creating a need for long lasting social relationships (Gossop et al., 2003; Savitha et al., 2011), the same that which is not present for people attending the hospital based treatment. However QOL being low in the hospital based treatment group does not suggest that the outcome for this group is poor it could be due to the differences in the period of abstinence between the groups. But it also meant that abstinence resulted in better QOL. The results are corroborative with the existing literature which posits that quality of life improves with abstinence, controlled or minimal drinking (Peltzer & Pengpid, 2012; Srivastava & Bhatia, 2013). These results have clinical significance where mental health professionals can improve the linkage of patients to self-help groups so as to improve abstinence rates as well as better Quality of Life.

Association between Quality of Life and Beliefs and values: There was a significant positive correlation observed between Quality of Life and spiritual belief in the AA group. Scientific literature strongly supports the notion that spirituality and religiousness can enhance health and quality of life. Positive relationships were associated with physical and functional status, reduced psychopathology; greater emotional well-being and improved coping (Matthews & Larson, 1995). Koenig and colleagues reported that religious/spiritual beliefs typically have found to play a positive role in adjustment and in better health (Koenig, McCullough, & Larson, 2001). These findings of the present study are consistent with Hall, where a moderately significant relationship was witnessed between spirituality and quality of life (Hall, 1999). Similar results were observed by Savitha and colleagues, where a significant difference in Quality of Life of clients attending AA groups meetings as those who did not (Gossop et al., 2003; Savitha et al., 2011).

Though this study has highlighted few important aspects that have an implication for further investigation, a number of limitations which must be highlighted before one could draw any generalizations. Firstly, the study had a small sample size. Secondly, the interview schedule could have used open ended questions to understand the experiences of the respondents and explore factors that contributed for improvement in quality of life as well as how spirituality has influenced other recovery related changes. Lastly, it is a cross-sectional study and not a prospective one. There could have been a lot of group differences on the clinical profile of the respondents among the two groups. Therefore a more robust study design using matched sample with a large sample size could have been adopted to control for confounding factors.

CONCLUSION

In the wake of addiction related disorders there has been few documented literature relating to the beneficence of AA groups and their active role they play in continuity of care especially in the Indian context. The results lend support to the role of spirituality and influence of support groups in the quest for sobriety leading to better health outcomes which must be a part of the treatment regime. Future studies should look at the processes involved in the facilitation of recovery. The knowledge gained about the positive relationship between spiritual belief and quality of life highlight the importance of religious and spiritual related beliefs which serve as a protective factor. Support groups such as the AA that helps in increasing abstinence rates and promoting better quality of life is to be integrated as an effective add on measures along with hospital based management. This can serve as implications for clinical practice in the holistic treatment for persons the ADS. Future prospective studies can explore this area with large samples and test out the efficacy of AA as an adjunct to routine hospital treatment in the Indian context.

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Father-Daughter Attachment Pattern and its Influence on Daughter's Development

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ABSTRACT:

The objective of the paper is to study the influence of father-daughter attachment pattern on daughter's development. This is a theoretical paper, wherein patterns are drawn out of attachment theory and existing review of literature on father-daughter attachment pattern. The discussion around the theory and literature shows that the presence of secure attachment between daughter and father has positive influence on daughter's development. However, insecure attachment can negatively influence the development of daughter. An attempt is made to see father-daughter attachment pattern from Indian perspective.

Keywords: *father-daughter; attachment; development.*

INTRODUCTION:

Father-daughter attachment pattern and its influence on daughter's development
Father-daughter dyad is less explored relationship in the field of parent-child research (Carter, 2002; Katorski, 2003). Many studies have focused on the mother-child relationship, and very few have focused on father-child relationship (Scheffler & Naus, 1999). But now it seems that interest is growing in this area too. This limited availability of research in this area as well as the interest in knowing the quality of relationship shared by father and daughter especially from Indian perspective became the source of motivation for writing this paper. The presence of different attachment pattern and its influence on the development of daughter is understood with the help of attachment theory and existing literature, and is followed by some patterns coming out of the theory and literature.

“Attachment is the strong, affectionate tie we have with special people in our lives that leads us to experience pleasure and joy when we interact with them and to be comforted by their nearness in times of stress” (Berk, 2013). The psychoanalytic perspective suggests that mother is the primary attachment figure and lays the foundation of all later relationship. “Contemporary research indicates that although parent-infant bond is vitally important later development is influenced not just by early attachment experiences but also by the continuing quality of parent-child relationship” (Berk, 2013).

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“Bowlby (1969) gave the ethological theory of attachment, which recognizes the infant's emotional tie to the caregiver as an evolved response that promotes survival” (Berk, 2013). He retained the psychoanalytical idea that primary attachment pattern influence attachment patterns of later relationships and gave the concept of internal working model.

“According to bowlby (1980), out of their (children's) experience during the first two years of life, children develop an enduring affectionate tie that they can use as a secure base in the parent's absence. This image serves as an ‘internal working model’, or set of expectations about the availability of attachment figures, their likelihood of providing support during times of stress, and the self's interaction with those figures. The internal working model becomes a vital part of personality, serving as a guide for all future close relationship. Consistent with the idea, an early study shows that securely attached toddlers looked longer at a video of an unresponsive caregiver (inconsistent with their expectations) than a video of a responsive caregiver. Insecurely attached toddlers could not distinguish between the two” (Berk, 2013).

The most commonly recognized patterns of attachment are given by Ainsworth et al., (1978); “secure attachment – the infant use the parent as a secure base, avoidant attachment- the infant seem unresponsive to the parent when she/he is present, resistant attachment- before separation, infants seek closeness to the parent and often fail to explore, disorganized/disoriented attachment- this pattern reflects greatest insecurity” (Berk, 2013). Secure attachment can be understood as a pattern of attachment that is shared between father and daughter in which both father and daughter are communicative; emotionally close and more engaged. Whereas insecure attachment pattern can be understood as a pattern of attachment in which, father and daughter are relatively less communicative; less emotionally close and less engaged. Also the absence of father would mean insecure attachment pattern where the daughter has not get the option only to interact with the father. This understanding of the words ‘secure and insecure attachment’ can be maintained throughout this paper.

According to Nielsen (2012), “average fathers and daughters are less communicative, less engaged, and less intimate than mothers and daughters. The relationship of fathers and daughters are consequently more unstable and fragile.” This suggests that average daughter and father relations are insecurely attached. “Poorly fathered girls are generally plagued with a host of problems throughout their lives-problems that too often have a negative impact on their children as well”(Nielsen, 2012).

This pattern of insecure attachment between father and daughter can be observed in many cultures, including India and for e.g. USA, for instance, “Kakar (1992) claims that Indian infants (both boys and girls) are more closely attached to their mothers, and remain until the age of four or five, and the father does not play a significant role at that time” (Sharma, 2003). But some researches do not find so, for example, “roopnarine, talukder, jain, joshi and srivastav (1990, 1992) have found out that Indian men(middle-income from dual-earner family in New Delhi) are active participants in their young children's lives” (Sharma, 2003). These two views from the

Indian context somewhere imply that there existed this tendency in some fathers to involve more in their daughter's life about two decades ago. This also suggest that now more and more number of fathers have started to be more involved and attached to their daughters than in the past (of course many factors can influence this hypothesis, such as SES status, awareness and education level). Thus this shift makes the study of the topic more relevant in order to understand if there is any positive impact of secure attachment between father and daughter on daughter's development.

This paper aims at finding the influence of secure and insecure attachment pattern present between father and daughter on daughter's development. This paper also seeks to know the reasons of father's less involvement with their daughters and the decreasing level of involvement as the daughter move towards adolescence and also if any gender difference exist in the involvement level of father with his children. This paper also looks at the cultural difference (if any) present in the quality of relationship shared between father and daughter.

REVIEW OF LITERATURE

Researchers suggest that a securely attached daughter is more likely to have higher communication satisfaction and communication adaptability in general. According to Carter(2002)“securely attached daughters have higher communication satisfaction than insecure daughters. On the other hand fathers ‘satisfaction level does not differ among attachment styles.” Also according to Katorski (2003)“secure attachment pattern between a daughter and father is significantly related with communication satisfaction and communication adaptability.” But the researcher could not find out any significant relation between childhood attachment pattern and adult attachment pattern. However, another researcher could find out a significant relationship between childhood and adult attachment pattern. Williams (2006) “ suggest that secure attachment pattern with father in childhood leads to secure adult attachment pattern whereas insecure attachment with father in childhood can lead to insecure adult attachment pattern.” Thus daughters carry the quality of relationship that they share with their father forward with their romantic partner. Also“Hazan and shaver (1987) clearly suggest that childhood attachment patterns are relatively same in adulthood, and that romantic attachment pattern is significantly related to experience with parents”(Grogan).

Quality of father-daughter relationship also impacts daughter's social development. For instance, research done by Pearce (2009) suggests that “daughter-father attachment in adulthood is significantly related with daughter's emotional regulation in general.” Also, according to pleck (1997) “Fathers tend to interact less with daughters than sons at all ages, but particularly during adolescence. Since fathers give infants and young children different types of social cues, having an involved father appears to aid a child's early development of interpersonal differentiation, social competence, and social understanding.” This research by pleck suggests that the level of involvement decreases as the daughter grows and move to the stage of adolescence, also this research informs that their exist gender difference in the way fathers get involve and attach to their children.

Father-daughter attachment pattern and its influence on daughter's development

More involved fathers provide another benefit to their daughters; physiological benefit. A study conducted by Vanderbilt University underlines the influence of father-daughter relationship on puberty. According to research from Vanderbilt University, “girls who had close, positive relationships with their fathers during the first five years of life tended to reach puberty later than girls who had more distant relationships with their fathers”. In addition, the University of Oxford researchers noted that “girls who had more involved fathers were less likely to face mental health problems later in life.”

As the secure attachment shows the positive impact on daughter's development, insecure attachment also shows its negative impact on daughter's development. Ankita knight in her paper suggested “that girls whose early childhood is characterized by father-absence tend to grow up with the belief that the male parental role is unimportant and unreliable.” According to another research conducted by Jackson (2010) “fatherless women consider themselves to be open, able to easily express themselves, independent and even dominant in their romantic relationships; yet despite holding these characteristics, these women remained in dysfunctional relationships for long periods of time. Further, when self-silencing did occur, it was because they did not want to not ‘push’ their significant others away. There was also a tension between wanting to hold a dominant role in their romantic relationships and also being attracted to men who hold stereotypical male gender roles. Hence, there was a tension with agreeing or disagreeing with these socially constructed gender roles.” Also the researcher found in another study that “respondents who had negative relationships with their fathers self-disclosed less in their romantic relationships and self-silenced more, hid their feelings more, and privileged their romantic partners in communication interactions.” This study very comprehensively points out that how the daughter carries the burden of negative relationship that she shares with her father onto the relationship that she shares with her romantic partner.

Another study by Boothroyd and Perrett (2008) found out the effect of father's absence or poor parent-daughter relationship on the preference of the romantic partner. “Daughters who reported low quality relationship with parents during childhood showed lower masculinity preference. It can be predicted that early family stress should be associated with reduced ability to compete for mates and thus preference for less masculine men.”

The literature review, attachment theory and personal observation are used to cull out some patterns explicitly or implicitly visible in the paper. These patterns are discussed and examined with an attempt to understand in depth the quality of relationship shared between father and daughter.

DISCUSSION

All the above researches and attachment theory signify the importance of father and daughter attachment throughout the life. It is a possibility that father's image as an attachment figure remain active and alive in the daughter's whole life. The effect of this relationship can be seen in many areas of development in daughter's life. From the above information an understanding can

be drawn about the attachment pattern shared between father-daughter and its influence on daughter's development.

Fathers interact less with daughters at all ages

According to pleck (1997), this is true, that “fathers interact less with their daughters as compared to their sons, at all ages, especially at adolescence.” Suggesting, that gap in interaction between father and daughter increases as daughter grows and reaches the stage of adolescence. The reason behind this gap seems not to be much empirically explored. But it can be predicted that as the children, both sons and daughters, grow and reach the stage of puberty, parents take charge of molding their children in stereotypical gender role. Thus usually mother take the responsibility of her daughter, tend to interact more with the daughter, get the daughter involve more with her in feminine tasks (e.g., cooking, dressing) and tend to prepare the daughter for the stereotypical roles, which is expected out of her. And father seems to take the charge of son, teaches him stereotypical masculine roles that is expected out of him. Thus this can be a reason, why, fathers start interacting less with their daughters, and possibly mothers would be interacting less with their sons. This reason might be supported by a research, which found out that fathers stimulate their son's intellectual and verbal growth more than their daughter's (Veneziano, 2004).

On the other hand, most of the Indian families in which the father is viewed as the bread-winner only whose main work is to earn the money tend to support the notion of almost no or little interaction between fathers and daughters, especially in adolescence. May be because they follow very strong stereotypical roles and suppose that their daughters will also follow the same feminine role and therefore tend to unconsciously leave the responsibility of their daughters on their wives and take charge of their sons. As pointed out by “kakar (1992) children are not close to their father in early childhood” (Sharma, 2003), seems to suggest that daughters tend to continue this pattern in their later life as well whereas sons tend to start interacting with their father. This discussion draws another important point that there exist gender differences in the way fathers interact with their children.

Negative influence of uninvolved father on daughter's development

“There are host of problems that this poor relationship between father and daughter carries with it throughout the life of daughter”, as suggested by Nielsen (2012). It can be implied from above researches that father's absence or insecure attachment between father and daughter will yield n numbers of negative influence on daughter's development, for instance, it harms daughter's psycho-social development the most. “Poorly fathered daughters have low social competence, social understanding, self-esteem, communication satisfaction, interpersonal differentiation, emotional regulation and communication adaptability” (Pleck, 1997; Williams, 2006; Carter, 2002; Pearce, 2009; Katorski, 2003).The question of importance here is that, why there is such a negative impact of father's absence on daughter's development? The reason lies in the fact that “fathers (Indian) are more involved with their children in tasks such as planning, competing”(yeung, 2010),“problem solving” (Williams, 2006) than mothers, thus providing the environment that foster social competence and social understanding in children which mother

might not alone can teach. The absence of father and his teachings in daughter's life might become disadvantaged for the daughter's development. It seems that if daughters are never exposed to these learning and stimulations and which if never provided to her from any other source (e.g. workshops) would hamper their growth and might make them disadvantaged in these domains of development for lifetime.

Self-esteem is another important aspect of development which seems to be disrupted by the absence of father. "Adolescence is a critical phase in the development of self-esteem. It is characterized by the development of increased cognitive capacities for logical and abstract thinking. This allows adolescents to perceive and reflect on the self as existing separate and apart from others. These cognitive developments result in substantial, increased differentiation between self and an individual's self-representations" (Williams, 2006). Adolescents seem to carry this self-esteem to their adulthood, through internal working model. According to Williams (2006), "Knowledge of their father gives them an identity, builds their self-esteem and sense of self, thus providing a form of reference for the child as future parent/adult." Thus it implies that no such reference is generated in adolescent's mind, which results in confused identity and confused self-concept, and ultimately confused self-esteem. Thus it seems that father's absence at this crucial stage has a detrimental effect on daughter's development of self-esteem. It can be estimated that insecurely attached daughter would have a weaker self-esteem than a securely attached daughter.

Father-daughter attachment pattern predicts adult attachment pattern

It seems a widely believe notion that girls choose their romantic partners inhabiting similar characteristics as their fathers inhabit. Why so? Why father as an attachment figure is so much endured by the daughters? Father is supposed to be the first male attachment figure in daughter's life which has such a large influence on daughter's set of expectation of an ideal male. This internal working model of perfect father figure seems to be carried forward while finding a mate. Grogan suggest, that "McElwain and volling (2004) revealed that by the age of four, effects of attachment, security, and parental sensitivity experienced during infancy are manifested in friendship quality. Their research suggests attachment, security, and parental sensitivity are catalysts for development of trust, happiness, and communication experienced in future relationships. Those individuals who demonstrate more positive and loving relationships with parents experience more trust, comfort, and communication with romantic partners."

However also, the insecurely attached daughter tends to carry the negative influence of their relationship with father into the relationship with their romantic partner. As shown in above researches by, for instance, Jackson (2010), the young daughter seems to be confused with her role and her partner's role, she tend to live in dysfunctional relationship, without possibly, knowing the reason. May be because she could never get a chance to form an ideal image of a male, or if she could make an image, it was distinct from the father figure, which seem not to be helpful in building up a structured internal working model. This disruption in set of expectations might influence the dysfunction in romantic relationship and the preference for the romantic partner.

Positive impacts of secure attachment with father on daughter's overall development

As the absence of father has negative impact on daughter's development, his presence has positive impacts on her development. "Securely attached daughters have communication satisfaction, communication adaptability, higher self-esteem, social competence, social understanding, interpersonal differentiation and emotional regulation" (Pleck, 1997; Williams, 2006; Carter, 2002; Pearce, 2009; Katorski, 2003). "Communication satisfaction is described as fulfillment of expectations" (Carter, 2002). Carter (2005) found out that "securely attached daughter's had higher communication satisfaction than avoidant daughters. Securely attached daughters communicate with their fathers for certain motives, such as affection, pleasure, relaxation, inclusion. Similarly fathers communicate with their daughters for certain motives, such as, affection, pleasure and relaxation." Also Carter (2005), found out that "communication motives of relaxation and pleasure predicted communication satisfaction in daughter." Thus it can be predicted that securely attached daughter's expectations of relaxation and pleasure are met when they communicate with their fathers and thus feel communicatively satisfied.

Father's involvement in daughter's development also seems to help her grow intellectually, "Raddin (1918b), in her research found out that daughter's mental age increases and she scores well in cognitive tasks, than uninvolved father's daughter. In another study she found out that daughters of involved fathers score well on verbal intelligence, however, this study also suggests that though fathers are involved with the positive development of their daughters, they are more involved with their sons intellectual growth, suggesting that even highly involved fathers direct more attention to sons than to daughters" (Veneziano, 2004).

New fathers are more involved

Nielsen (2012) believes that "average fathers are not involved with their daughters." Which seems to be almost true, but now it seems as if more and more number of Indian fathers are waking to the fact that their involvement is necessary and essential for their daughter's development and overall growth. This trend seems to be mainly visible in middle income urban families. As can be seen from the researches, for instance, research done by "roopnarine, talukder, jain, joshi and srivastav (1990, 1992) suggest that middle income fathers from dual-earner families are more involved with their children than fathers used to be in the past" (Sharma, 2003). Another study done by "Anjula Saraf on Indian fathers suggest that Indian men are moving away from the image of traditional father (economic provider, family head, role model) to the new father who is participating in childcare activity culturally not expected of them." (Yeung, 2010). However this study also found that though the transition is taking place from traditional father to new father; fathers are more confused with their roles, i.e. though father's perception regarding their roles is changing but their conduct is not in exact synchrony with their perception. The author suggests an urgent need to educate fathers regarding their roles.

CONCLUSION

The father-daughter attachment pattern predicts daughter's development in many ways. The secure attachment pattern predicts "communication satisfaction, communication adaptability,

higher self-esteem, social competence, social understanding, interpersonal differentiation and emotional regulation” (Pleck, 1997; Williams, 2006; Carter, 2002; Pearce, 2009; Katorski, 2003). Whereas, the insecure attachment pattern predicts low social competence, social understanding, self-esteem, communication satisfaction, interpersonal differentiation, emotional regulation and communication adaptability” (Pleck, 1997; Williams, 2006; Carter, 2002; Pearce, 2009; Katorski, 2003). The reasons for father's less interaction and less involvement seem to be rooted in the assumption that fathers when play more defined and traditional role of an 'economic source', tend to be more detached from their children especially girl child. It has been seen that trend is changing; “fathers seem to be more involved in their children's life than some decades ago as suggested by a research done byroopnarine, talukder, jain, joshi and srivastav (1990, 1992)” (Sharma, 2003). From the above evidences the importance of positive relationship of daughter with her father can be predicted. Thus, it can be said that there are things which father only can adequately provide, as there are things that only mother can provide. Thus, father-daughter secure attachment pattern is important in many ways.

LIMITATION

This paper is not perfect and has certain limitations. First limitation of this study is that it does not take into account the factors that influence the development of daughters other than her relationship with her father. Second, this paper doesn't take into account the psychoanalytic perspective that extensively talks about father-daughter relationship.

IMPLICATION FOR FUTURE RESEARCH

This topic has scope for future research. More comprehensive research can be done considering the other factors such as socio-economic status, different cohort group, studying father-daughter relationship in light of other relationships such as mother, other children and may be grandparents, which are not addressed in this paper. An empirical research can be done in Indian context to understand the prevalence of secure attachment between father and daughter.

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Disability Impact and Family Efficiency in Parents of Mild Intellectual Impairment Children

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ABSTRACT:

Parents of children with mental retardation experience stress and burden of care. The index study was designed to compare disability impact and family efficiency in parents of children with mild intellectual impairment. Fathers and Mothers of 30 children with mild intellectual impairment were administered NIMH Disability Impact Scale and NIMH Family Efficiency Scale. The comparisons of mothers and fathers on the scales revealed that there were no statistically significant differences in the family efficiency of the parents. However, on Disability Impact Scale, mothers were found to have significantly greater impact.

Keywords: *Mild Intellectual Impairment Children, Parents of Mild Intellectual Impairment Children, Disability Impact Scale, Family Efficiency Scale.*

INTRODUCTION:

Parents of children with disabilities undergo more than an average amount of stress (Esdaile et al,2003).The stress associated with rearing mentally handicapped children is multifold. Problems like disturbance of routine, family leisure, family health, make steady drain on time, physical and emotional energy as well as financial resources of the parents. The presence of a child with impairment in the family calls for a lots of adjustment on the part of the parents and family members (Peshwaria and Menon,1991). Children with neurodevelopment disabilities (NDD) are at increased risk of having a sleep disorder .These tend to be longstanding, resistant to treatment and adversely affect development and health. Co-morbid sleep problems exacerbate the burden of NDD on caregivers. A large proportion of these sleep difficulties are delayed sleep phase syndrome (DSPS) and impaired sleep maintenance (ISM). Sleep onset and maintenance are closely related on physiologic grounds and commonly occur together; therefore, we included both sleep disorders under the diagnosis of circadian rhythm sleep disorders (CRSDs). Cummings et al.(1996) reported that fathers having retarded children express more depression, lower self-esteem and a sense of parental inadequacy then the fathers of healthy children. Caregivers of persons with mild intellectual impairment experience considerable burden.

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Parents of mild intellectual impairment use escape, avoidance as a mechanism of coping to reduce the burden. The responsibilities associated with caring of the children with mild intellectual impairment may influence the parents' psychological, physical and financial well being over time (Seligman and Meyerson, 1982, Ventura and Boxx, 1983, Quine and Paul, 1985).

Presence of such a child in the family lead to unsatisfactory marital life, loss of social support, marital disharmony, and the negative attitudes among the family members (Fredric and Friedrich, 1981). Most of the parents may like to keep themselves aloof from others and engage less in recreation and leisure activities. Some families face rejection or neglect from the family members, friends and relatives and hence interpersonal relationships get strained leading to loss of support; the effects however, vary from family to family depending upon quantity and quality of emotional, financial and physical support, degree of child's handicap, age or whether the child has associated problems.

OBJECTIVES

The present study aimed at comparisons of disability impact and family efficiency in parents of mild intellectual impairment children.

METHOD

The study was conducted at Shri Krishna Medical Hospital Karamsad. (40 parents, 40 fathers and 40 mothers) having impairment children participated in the study. The age range of fathers was 23-65 years and the range for mothers was 20-60 years. The parents of 9 male persons and 11 female persons with mild intellectual impairment constituted the sample. 13 parents belonged to rural area and 7 were from urban areas. Following scales were individually administered on each parents.

NIMH Disability Impact Scale :

The Scale is developed by Peshawaria and Menon (2000). There are 11 areas in the scale – physical care, health, career, support, financial, social, ridicule, relationships, sibling effects, specific thoughts and positive impact ; which are explored separately for mother and father.

NIMH Family Efficiency Scale :

The Scale is developed by Peshawaria and Menon (2000). There are 15 areas in the scale – sacrifice, faith in God, financial, values, health, trust, acceptance, crisis, social support, communication, roles and responsibilities, optimism, decisions, time and independence.

Parents were interviewed thoroughly to get accurate responses to the items of the scale.

RESULTS AND DISCUSSION

The group were compared through t-test. The results are presented in following Table 1 :

Table 1 : Mean, S.D. and t-values of Family Efficiency and Disability Impact

Measure	Grouping	N	Mean	Std. Deviation	t-value
Family Efficiency	Mothers	20	28.45	3.73	.554
	Fathers	20	27.85	3.08	
Disability Impact	Mothers	20	46.90	6.29	2.431*
	Fathers	20	41.35	8.04	

*significant at .05 level

The results reveal that family efficiency of both fathers and mothers is affected due to presence of a child with mild . Both the parents are adversely affected by the disability of their children. However, the comparison of mothers and fathers on disability impact revealed that mothers are affected more than the fathers.

The areas of impact tapped by the index scale are : physical care of the child, health related problems, career adjustment, loss of support, financial difficulties, social restrictions, embarrassment/ridicule, relationships, sibling effect, specific thoughts and positive impact.

Sing et al.(2002) while studying the impact of mentally challenge children on family observed that parents are adversely affected by the children. They found that mothers felt more stress in emotional area. Mehta et al. (2008) studied the parenting stress of the parents of mentally challenged children. It was observed that the parenting stress was parent in most of the parents; however, mothers felt more stress than fathers. Beckman (1991) also reported that in comparison to control group parents of children with disabilities have more depression, mainly in mothers. Vashishtha and Rani (2008) identified the stress factors in mothers of mentally retarded children. They observed that the mothers of such children had higher stress factors related to hospital, finances, disease, family, child and psychological factors. The results of the index study are in accordance with prior researches. These results are in expected direction because the mothers remain more active in the child's care and bear most of the burden associated to child's physical care.

CONCLUSION

Since the family efficiency of the mothers of mentally retarded are affected adversely, they need to be counseled and trained more to enable them to cope up effectively with the situation.

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Job Satisfaction among Government and Private

School Teachers of Ranchi

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ABSTRACT:

In present study the researcher investigated the level of job satisfaction among the private and government school teachers. Total 200 government and private school teachers were taken from Ranchi town. In this research, 100 government and 100 private school teachers, 200 in total, working in different government and private schools were examined. Job satisfaction scale developed by Muthayya (1973) was used to measure job satisfaction. To test the hypotheses 't' test was calculated. Result showed that there was no significant difference between government and private school teachers. Furthermore, it was again revealed that there was no significant difference in the level of job satisfaction of male and female school teachers.

Keywords: *Job Satisfaction, Government, Private and School Teachers*

INTRODUCTION:

Job satisfaction is the contribution of two words - 'job' and 'satisfaction'. Job is an occupational activity performed by an individual in return for his or her wage. Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Satisfaction refers to inner contentment or happiness for the person engaged in any job. It shows the relationship between 'what one expects' and 'what one achieves'. No task can effectively be accomplished unless a person derives enough of satisfaction out of it because the work plays an important role in the life of a man.

One of the most important purposes to do a job is to earn money because it is money only through which needs, demands can be fulfilled. If one gets a handsome salary by which one can afford the living may cause job satisfaction. But if the salary cannot bear one's expenditure then one cannot be satisfied with the salary. Findings from several studies underline pay as one of the most important factors influencing one's level of job satisfaction. Sometimes it has also been found that other job related factors are not satisfactory but pay is good, in these kind of situations employees are willing to serve the organizations just because of good pay, which does not suit the profession of a teacher.

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Thus job satisfaction may be a resultant feeling of satisfaction which the employee achieves by gaining from the job what he expects from it to satisfy his needs. It may be a function of the need straight or expectation and the potentiality of the job to provide for the fulfillment of needs.

Job satisfaction is the attitude of an employee which results from specific factors related with job such as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of the job, prompt with grievances, fair treatment by employer and other similar items. Job satisfaction is positive attitude towards one's job. A large number of research studies have established that job satisfaction is derived from caused by a number of inter related factors. A concept related to job satisfaction is job involvement. Job satisfaction of employees has been reported to vary with their occupational levels. Job satisfaction means good or positive attitude or feeling towards one's job. It is important to mention that an individual may hold different attitudes toward various aspects of the job. Character of individuals also influences job satisfaction. Individuals with high positive affectivity are more likely to be satisfied with their jobs. Job satisfaction is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations. Some important factors influencing job satisfaction may be classified in two categories-

- A) Environmental factors:-Job content, Occupational level, Pay and promotion and Supervision.
- B) Personal factors:-Age, Sex, Educational level, Marital status and Experience.

REVIEW OF LITERATURE

Job satisfaction is one of the most researched concepts. It is regarded as central to work and organizational psychology. It serves as a mediator for creating relationship between working conditions, on the one hand, and individual / organizational outcome on the other (Dorman & Zapf, 2001). Chen (2010) found that there exists no significant difference in the mean scores of government school teachers with respect to gender and there exists significant differences in private school teachers with respect to gender. John (2010), Mehta (2012) and Zilli and Zahoor (2012) studied on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the types of organization and gender. Kumari and Jafri (2011) mentioned a study on level of organizational commitment of male and female teachers of secondary school to investigate the overall level of organizational commitment of male and female teachers of secondary school of Aligarh Muslim University. Data analyzed by using t-test result revealed that overall percentage of female teacher's organizational commitment was much higher than male teachers. Suki and Suki (2011) examined on job satisfaction and organizational commitment: the effect of gender on employee perception of job satisfaction and organizational commitment. Study revealed that employee's gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment. Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male and female higher education teachers. Result

revealed that the females had significantly higher level of organization commitment. Kumar and Bhatia (2011) mentioned that the level of job satisfaction and attitude of the teachers towards teaching is least affected by the gender, the marital status, minimum qualification and income group of physical education teachers to compare the job satisfaction among physical education teachers and their attitude towards teaching.

Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization and the gender. Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of government and private school teachers. Joshi (1998) found that employees of public sector as well as private sector have shown considerable job satisfaction. The mean difference between the employees of public and private sector on job satisfaction at 0.01 level ($t=6.47$) while the employees of public sector have exhibited more job satisfaction, the employees of private sector have exhibited relatively less job satisfaction.

OBJECTIVES

1. To study the job satisfaction of government and private school teachers.
2. To study the job satisfaction of teachers with respect to gender.

HYPOTHESES

1. There will be no significant difference between government and private school teacher.
2. There will be no significant difference between male and female school teacher.

METHOD

Sample

The sample of the study consisted of the teachers working in government and private schools of Ranchi town. A sample of 200 teachers consisting 100 private school teachers (50 were male and 50 female) and 100 government school teachers (50 were male and 50 female) were taken into consideration.

Instrument

Job Satisfaction Scale -The job satisfaction scale has been developed by Muthayya (1973). The scale consists of 34 items measuring job satisfaction. Each item is presented with four response alternatives namely agree, disagree, not sure, not applicable. Scoring is done on the basis of a key given in the manual. The score range is 0 – 68. The higher score indicates the lesser job satisfaction. The split half technique of reliability (odd – even items) was used for the 34 items job satisfaction scale is .81 after applying the Spearman-Brown prophecy formula.

Procedure

The job satisfaction scale administered to both groups with instructions. Scoring was done according to the respective scoring keys. In order to fulfill the objective of the study the score obtained were analysed with mean, SD's and t values.

RESULTS AND INTERPRETATION

The data were analysed by Means, SDs and t test. Tables present the result.

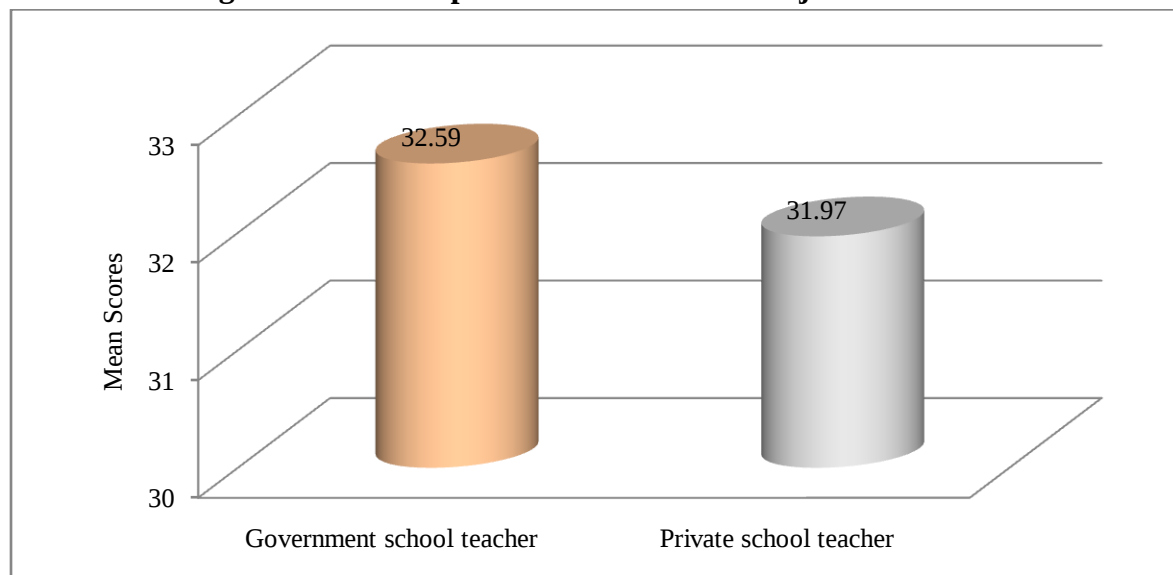
Table –1

Comparison of government and private school teacher on job satisfaction

Groups	N	Mean	SDs	t	P value
Government school teacher	100	32.59	4.28	1.06	Not Significant
Private school teacher	100	31.97	4.09		

Figure – 1

Mean scores of government and private school teacher on job satisfaction



From the table – 1 and figure – 2 it was evident that teachers of government and private school showed almost similar level of job satisfaction. Calculated ‘t’ value was 1.06 which was statistically not significant even 0.05 level of significance. Hence, the hypothesis there will be no significant difference between government and private school teacher was accepted.

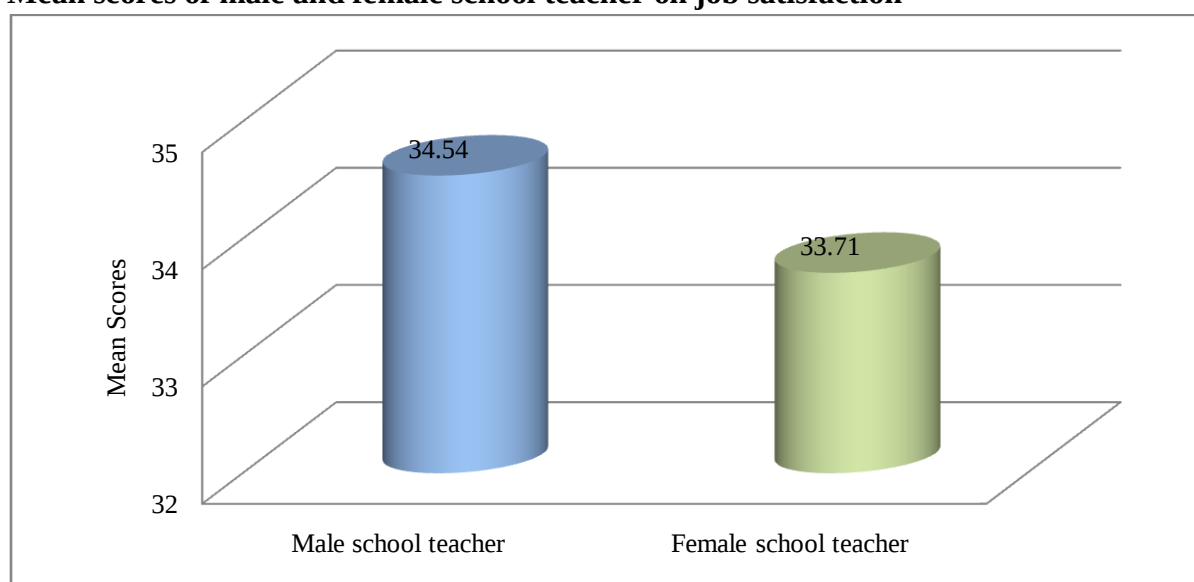
Table – 2

Comparison of male and female school teacher on job satisfaction

Groups	N	Mean	SDs	t	P value
Male school teacher	100	34.54	6.01	0.92	Not Significant
Female school teacher	100	33.71	5.98		

Figure – 2

Mean scores of male and female school teacher on job satisfaction



The Table – 2 and figure – 2 suggests that there was no significant difference between male and female school teachers on their job satisfaction. The mean score of male school teacher was slightly higher than female school teachers, it means female school teachers had slightly higher satisfaction with their job than male school teachers. But, their difference was not significant. Thus, the hypothesis there will be no significant difference between male and female school teacher was accepted.

CONCLUSIONS

1. Government and private school teachers had similar level of job satisfaction.
2. Male and female school teachers also found similar level of job satisfaction.

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